

# JUNIOR LANGUAGE



## BOOK A

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DONALDA DICKIE



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BY

DONALDA DICKIE

INSTRUCTOR IN THE PROVINCIAL NORMAL SCHOOL  
EDMONTON, ALBERTA



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BY

DONALDA DICKIE

INSTRUCTOR IN THE PROVINCIAL NORMAL SCHOOL  
EDMONTON, ALBERTA

AUTHORIZED FOR USE IN THE PUBLIC SCHOOLS OF ALBERTA

TORONTO

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## INTRODUCTION

In this *Junior Language* book, the first of a series of three, Dr. Dickie has shown that training in English can be given in real situations that have meaning and interest for children. I venture to say that girls and boys "taught" in the spirit of this book will never know "the weariness, the fever, and the fret" that assail less fortunate children, asked to tell once more the tale long told of "A Holiday Trip," or to express in feeble futilities the beauties of "A Summer Sunset."

The content of the book is planned in accordance with modern programmes of study; the author intends, therefore, that the teacher should adapt the language exercises to suit the activities of *his* classroom and the interests of *his* pupils. Such a text is no mere compendium of rules to be learned by heart; it is a guide to help the child direct his own activities in language.

The spirit of the book will readily be caught by all teachers, and should quicken the work of those not hopelessly bound by a formal tradition and fettered by an attachment to conventional orthodoxies. Such teachers will see at once the force of the idea that children should speak because they have something worth while to say, and write because they need to write for purposes of their own.

A new day, my masters, in the teaching of English Composition!

THORNTON MUSTARD.

Normal School, Toronto.  
July, 1937.

## TO THE TEACHER

The *Junior Language* book is adapted for use as a text in schoolrooms where any form of experience education (enterprise, activity, unit of study) is in use.

The oral and written language forms presented in the book have been chosen after careful consideration, trial, and test; they are the language forms which experience has proved are required for daily use by pupils who participate in experience programmes. For further help to the child in the modern classroom, the text explains how to read to find useful facts, how to make notes, how to give talks and reports, how to form, lead, and act upon committees, how to write the letters, stories, poems, and plays required in connection with school enterprises or units of study.

An earnest effort has been made to present the chosen language forms in such a way that the pupil will understand the purpose of each one, and will, therefore, use it purposefully. The exercises are thus designed not only to train in the correct use of the common language forms, but also to stimulate creative self-expression on the part of each pupil, and to give him practice in responding to common social situations.

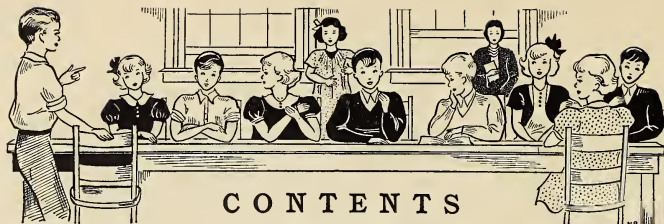
In order to make them intelligible, it has been found necessary to associate these exercises with definite topics, activities, and enterprises. These are illustrative only; the teacher should always require the pupils to work out the exercises in connection with their own current enterprise. For example: One of the activities suggested in this book is a Story-Telling Festival in which the children tell stories of the explorers of Canada; a school that is working out an enterprise on the Arabian desert would, naturally, tell stories about life in the desert; a school working a unit about the sun would tell stories about the sun.

The great problem in every language class is the lack of time for individual practice. Ordinarily, teachers present language facts clearly and well; but there is never time to give individual pupils the daily practice necessary to establish right habits. One device for overcoming this difficulty is that of speaking to partners. The device may be of special use in large classes where individuals have the opportunity of speaking to the group only about once a fortnight, or in rural schools where the teacher is busy with other grades. In the "partner" procedure, two members of an enterprise group sit together during the period of language practice, and speak their oral exercises softly to each other. Such a device may be thought impracticable on account of possible confusion; the surprising thing about it is that it works well. Teachers are urged to give the device a fair trial.

For assistance in the preparation of this book, I am deeply indebted to Miss Belle Ricker, Miss Dorothy Harding, Miss Jean Dickson of the Edmonton Practice School Staff, and to Mr. Stanley Deane of the MacKay Avenue School, Edmonton, who have, during the past two years, tested the exercises and activities of the book in their classrooms; to Miss Helen Palk of the Normal School, Winnipeg, who has given invaluable assistance in the editing of the book; and to Mr. Thornton Mustard of Toronto, who has so kindly written the introduction.

DONALDA DICKIE.

Edmonton,  
July, 1937.



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*"Shoot, good yeoman. Better Clifton's shot." (page 190)*

## CHAPTER I. THE HEALTH RULES

### LEARNING TO SPEAK TO THE WHOLE SCHOOL

#### I. HAVE SOMETHING INTERESTING TO SAY

"We shall listen, now, to a talk by May Brown," said Dick McDougall, who was chairman for the language practice hour.

May walked to the front of the room, turned and stood quietly, back straight, head up, chin in. While she was speaking, she did not look out of the window, or down at the floor; she looked directly at her audience. This was what she said:

#### STANDING STRAIGHT

I sit in the back seat, and I cannot always hear what the speakers say. I like best the speakers who stand straight. I think I can hear them better. When a person stands straight and looks at me, I think he wants to tell me something, and I want to hear it. I think I hear better because I listen better.

When May prepared her talk, she tried to make it interesting. She knew that the most important thing, in speaking to any audience, is to have something interesting to say. She knew, too, that her audience would be interested if she told them something that they did not already know. "They do not know what I think," said May to herself. "I shall tell them some of my own thoughts."

Make an interesting talk by telling something that you, yourself, have thought.

1. Look at the picture opposite page 1. Do you like it? Think a reason for your answer.

2. Choose the object in the picture which you would like most to read about. Think why you would like to read about it.

3. Choose the object in the picture which you would like most to own. Think why you would like to own it.

4. You have now three things to tell which no one else knows. Think them in three sentences.

5. In class, speak your three sentences.

6. Listen carefully to the sentences of the other pupils. If their sentences are interesting, tell them so; if not, tell them why you think their sentences are uninteresting.

## II. SPEAK SO THAT EVERYONE CAN HEAR YOU

When you speak to the whole school, you will please your audience by standing correctly, as May did, and by speaking so that every pupil in the class can hear what you say.

Stand erect. Head up! Chin in!

Stand quietly.

Look at your audience.

Speak so that everyone can hear you.

When you speak to a few people near you, you should use a small voice. But to speak to the whole school, you need a voice that will carry to every part of the room. Have you ever spoken into an empty



barrel? If you have, you will remember how big your voice sounded in the empty space. At the back of your tongue and behind your nose there are empty spaces. They were placed there to make your voice bigger. If you make your voice pass through the empty spaces, right up to the top behind your nose, it will ring as it did when you spoke into the empty barrel. A ringing voice is much more pleasant than a flat one, and everyone in the room can hear it.

1. Practise humming the sound of *m*, making it ring in the space behind the nose.

2. Practise humming the sound of *n* in the same way.

3. Practise humming the sound of *ng*.

4. Hum the sounds of *m-n-ng*, one after the other.

5. Practise saying this rhyme, holding each *ing* and making it ring:

Swing! swing!  
And sing as we swing!  
Swing! swing!  
And swing as we sing!

6. Appoint a member of the class to give these orders: "Class stand. Stand erect. Back flat. Raise the chest. Head high. Chin in. Recite the rhyme, 'Swing! Swing!'"

These are the orders for standing correctly while you are speaking. Practise them daily until you can stand straight and quietly when you give a talk or recite a poem.



## III. SPEAK IN COMPLETE SENTENCES

When you speak in a meeting, or give a talk to the whole school, it is better to speak in complete sentences. A sentence that is not complete, a junior pupil once said, is like a bird without a tail.

You have already learned how to speak in complete sentences. Review what you know by doing these exercises:

1. Read this story. You should read it in three minutes.

## THE FIRST DUMPLING\*

Once, long ago, there was a great King who had a very clever cook named Simon Dump. He knew how to make such wonderful pies and tarts, such savory stews and bake-meats, that the King would not have lost him for anything in the world.

One day the King, who was expecting a neighboring prince to dine with him, ordered Simon Dump to prepare a game-pie for the feast.

The cook took from his store-pantry thirty partridges, thirty pheasants, thirty hares, and thirty pigeons. These he prepared to put into the huge pie. Late in the afternoon, when he was rolling out the great sheet of dough for the top of the pie, Simon Dump received a summons to appear before the King. Leaving the dough on the table, he hastened to the royal apartments.

Now, outside in the kitchen-yard, the King's pages were having a merry snow-ball fight. One of the boys, to escape from the enemy, ran into the empty kitchen. He spied the rolled-out dough on the table and was seized with

\*By kind permission of Stephen Southwold, and George G. Harrap & Co. Ltd.

a bright idea. Quickly he rolled the dough into six great balls, and was about to leave the kitchen when he saw Simon Dump approaching with the King.

The frightened page did not know what to do. He dared not be caught with the dough-balls. Looking quickly round, he saw a great iron saucepan full of steaming stew hanging over the fire. Hastily he snatched off the lid, popped the six dough-balls into the stew, and fled for his life.

As Simon Dump entered the kitchen with the King, he pointed with pride to the great pie-dish on the shelf. At that moment he missed the dough and stood staring stupidly at the spot where he had left it.

"What's the matter, Dump?" asked the King.

"Your Majesty," stammered Dump, "my dough—I left it here on the table. It's gone!"

"Gone!" cried the King. "That is most annoying. What am I to give the Prince now? What is in that saucepan?"

"Only a stew Your Majesty," replied the miserable Dump.

The King approached the great saucepan and lifted the lid. He started back in amazement. Floating on the stew were six enormous round white balls. They looked so delicious that his mouth watered.

"What in the name of wonder are those?" cried the King.

Dump stared too. He was silent for a moment, and then



a splendid idea came into his head. "A little surprise for you, Your Majesty," he said. "They are an invention of mine. Just taste one."

The King took a spoon and prodded a great piece out of one of the white balls. As he ate it, his eyes sparkled, and tears of joy ran down his cheeks.

"O marvellous Dump!" he exclaimed. "The Prince will be charmed. Never in all my life have I tasted anything so delicious. What do you call them?"

"I have not yet thought of a name, Your Majesty," replied the delighted Dump.

"Then," replied the King, "we shall call them Dumplings."

—STEPHEN SOUTHWOLD.

2. Read the following groups of words, and decide which are complete sentences. Remember that in a complete sentence something must be said about something.

a very clever cook  
the king ordered a great pie  
late in the afternoon  
to the royal apartments  
one of the boys ran into the kitchen  
he rolled out the dough  
for his life  
a great saucepan of stew  
we shall call them dumplings  
just taste one

3. Write out each of the complete sentences in Exercise 2.

Be careful to use a capital letter at the beginning of each sentence, and a period at the end.

4. In Exercise 2, how many groups of words are not sentences? To each group that is not a sentence add the right words to make it a complete sentence.

5. In some of our exercises we shall have to work in pairs; two pupils, whom we shall call partners, will work together. Select a partner. Read aloud to your partner the complete sentences that you have written. By dropping your voice at the end, show that each one is a complete sentence. Listen to your partner's sentences, and decide whether they are all complete.

#### IV. STUDY ASSERTIVE SENTENCES

There are several kinds of sentences. The kind of sentence that we most often use when we talk or write is the kind that tells, or states, something.

A sentence that tells something is called a statement; another name for it is the assertive sentence.

If a primary pupil says, "Germs are little bugs that make us sick," he is using an assertive sentence. To assert anything means to tell it.

1. Read these groups of words, and pick out those that tell you something; that is, pick out the assertive sentences:

he made a pie ✓  
on the table

he spied the dough ✓  
so delicious

what do you call them  
the pie is gone  
a little surprise  
he fled for his life ✓

2. Copy the assertive sentences that you have picked out. Begin each with a capital, and end it with a period.

3. Write three assertive sentences, each of which tells something about one of the people in "The First Dumpling": the king, the cook, the boy.

4. Exchange papers with your partner, and check each other's work. If you have made any mistakes, correct them before you hand your exercise to the teacher.

#### V. PRACTISE SPEAKING CLEARLY

You have learned that, when you stand to speak to the whole school, you must stand erect, stand quietly, look at your audience, and speak clearly. If you speak to the whole school from your seat, you must be just as careful:

Sit erect! Head up! Chin in! Sit quietly. Speak clearly.
--

To speak clearly, you must shape your words neatly, and open your mouth well so that your voice will carry clearly to all parts of the room.

1. Open your mouth as widely as you can. Stretch it! Open and close it slowly. Repeat this five times. Practise this exercise every day.

2. Practise making the sound of *l* ring. Say *m-n-ng-l*.

3. Say *lullaby* softly and slowly. Make the *l*'s ring.

4. Practise this verse, speaking softly and slowly.



As you say the verse, make all the sounds sing.

### THE BIRD'S LULLABY

Sing to us, cedars,  
 Your voice is so lowly;  
 Our little nest cradles  
 Are swaying so slowly;  
 And we swing, swing,  
 While your branches sing.



5. When you can say the verse well, ask one pupil to give the orders for standing correctly, and recite "The Bird's Lullaby" in chorus.

## VI. PRACTISE SPEAKING CORRECT ENGLISH

In speaking at a meeting, or in giving a talk to the school, you will wish not only to speak clearly but also to speak correctly. When a person speaks correctly, we say that he uses *correct English*.

The commonest of all faults in speech is to say *ain't* for *isn't*. Perhaps you do not often make this mistake, but it will help you never to make it if you play this game with your partner.

1. Make *isn't* sentences for your partner about the things in the list below. Make complete sentences, and drop your voice at the end of each one.

an aeroplane	a hangar	gasoline	storm
an aviator	wings	engine	wind

2. Write the *isn't* sentences that you have made in Exercise 1. Remember to begin each sentence with a capital letter, and to put a period at the end.

## VII. PLAN A HEALTH DEMONSTRATION

Plan to demonstrate the health rules to the primary grades. To *demonstrate* means to show how a thing is done. (When you pronounce the word, make the first part stronger than the rest: dem'-on-strate.)

In a health demonstration, you may show the primary children how to practise the health rules. It will be a useful thing to do, for you will teach the beginners the rules and, at the same time, review them yourselves.

How would you demonstrate a talk on "How to Clean your Teeth?"

1. What health rule are the girls in the picture demonstrating? Before class, choose a health rule which you think should be demonstrated to

the primary children. Here are several to help you:

Play out of doors in the sunshine.

Wash your hands before each meal.

Take a warm bath twice a week.

Primary children should go to bed at seven o'clock.

2. Think out a complete sentence in which to state the health rule you have chosen. The teacher will ask you to tell it to the class.

3. When your turn comes to speak, stand erect, look at the audience, and make your voice ring. Speak in complete sentences.



4. Write your suggestion on the blackboard.
5. From all the suggestions that are made, choose those which you think would be most useful to the primary children.
6. After class, make a neat copy of the list of health rules you have chosen. Remember your capitals and periods.

### VIII. CHOOSE WAYS OF DEMONSTRATING THE HEALTH RULES

When you have chosen the health rules for your demonstration, you should think of different ways to present them. Here are several ways; these will help you to think of others:

Give a talk about the rule.

Act it out.

Tell a story about it.

Recite a verse about it.

Make a poster, or a booklet, to illustrate it.

1. Choose a good way to demonstrate the health rule you have suggested, and think a complete sentence in which to tell the class your way. What kind of sentence will you use?
2. When your turn comes in class to tell how you will demonstrate your health rule, stand erect, look at your audience, and speak your sentence clearly.
3. Select the best way to demonstrate each of the rules that the class has chosen to show the primary class.
4. Choose one or more pupils to demonstrate each rule.

## IX. LEARN HOW TO STUDY YOUR SPELLING

When you write the programme for the health demonstration, you should be very careful to spell every word correctly.

Study the sixteen little words below. They are spelled incorrectly more often than any other words in our language:

## COMMON WORDS

which	don't	friend	used
their	meant	some	always
there	business	been	where
separate	many	since	break

1. Ask your partner to dictate the list to you; then compare your words with those in the book. Mark all the words you have spelled wrongly. If you have a number of mistakes, study two or three words each day until you can spell every word correctly.

2. Before you begin to learn the spelling of a new word, find out how to pronounce it and what it means. Then study it with the Safety Six:

## THE SAFETY SIX

Look at the word from beginning to end.

Speak the word aloud.

Think the letters from beginning to end.

Write the word without looking at it.

Compare your word with the printed word.

Use the word in a written sentence.

It may help you to remember the Safety Six if you think of them more briefly. Try to write each of the Safety Six in two words only. The first one might be "See it."

3. When you have studied all your words, ask your partner to dictate them to you. If you have made any mistakes, study the words again.

4. Memorize the Safety Six, and use them always when you are learning to spell words.

#### X. WRITE A PROGRAMME

When you have planned the demonstration, write out the programme. If you look carefully at this one, it may be easier for you to write yours.

##### HEALTH DEMONSTRATION

Oh, Canada

Play Out of Doors,

A Talk.....James Gordon

How to Brush the Teeth,

A Demonstration.....Annie Hughes

'Fraidy Cat,

A "Milk" Story.....John Barr

Sleep Ten Hours,

A Talk.....Helen Brown

This is the Way We Wash Our Hands,

An Action Song.....The Class

Eat More Fruit,

A Poster Explained...Mary Galt

God Save the King

1. Write in complete sentences your answers to these questions. In class, one of you may read the questions and ask other pupils for the answers.

- (a) With what song does a programme begin?
- (b) With what song does it end?
- (c) What do we call the name of a story, song, or talk?
- (d) With what kind of letter should each important word in a title be written?
- (e) Each person has two names, a Christian name and a surname. Which is placed first on a programme?
- (f) With what kind of letter should both the Christian name and the surname begin?

2. On the blackboard write the programme for your class demonstration. Remember to use capitals for the important words in the titles and for the names.

3. Each of you should make a copy of the programme to give to the audience. Be careful to spell all the words correctly, and to write neatly.

## XI. LEARN TO RECITE A POEM

Most pupils think that they can make a programme more interesting if they add one or two recitations to it. If you use recitations, choose poems about healthy living, and recite them clearly and interestingly.

1. Read the following poem to yourself. The first part of it is scornful; how many lines are there in the scornful part? The second part is joyful; how many lines are there in the joyful part? Is the last part scornful, or joyful? In reciting the poem make it sound scornful and joyful in the proper places.



## COUNTRY VEGETABLES\*

The country vegetables scorn  
To lie about in shops;  
They stand upright as they were born  
In neatly-patterned crops;

And when you want your dinner, you  
Don't buy it from a shelf,  
You find a lettuce fresh with dew  
And pull it for yourself;

You pick an apronful of peas  
And shell them on the spot;  
You cut a cabbage, if you please,  
To pop into the pot.

The folk who their potatoes buy  
From sacks before they sup  
Miss half of the potato's joy,  
And that's to dig it up.



—ELEANOR FARJEON.

2. Read the poem again, and notice the number of *t*'s in it. The letter *t* is like the castanets in the music; it stands out from other sounds. (Find out what castanets are.) Do not slur the *t*'s; be sure that every one is sounded.

To do this, make the tip of your tongue pointed, and press it lightly and sharply against the top of your mouth, just behind your upper teeth. Practise saying the sound of *t—t—t—t—t—t—*, pointing your tongue and pressing it lightly and sharply against the top of your mouth. Ask your partner to read the sentence above with *against* in it. Did he pronounce the *t*?

\*By kind permission of the author.

3. Practise saying these words, sounding the *t*'s carefully:

to	want	pot	neatly
about	spot	that's	patterned
upright	cut	don't	lettuce

4. Practise saying the sound of *d* in the same way: *d—d—d—d—d—d—d—*, pointing your tongue.

5. From "Country Vegetables," make a list of all the words that have *d* in them. Practise saying the words carefully.

6. Recite the poem to your partner, saying the *t*'s and the *d*'s clearly. Make your voice ring, and remember to be scornful and joyful at the proper times.

## XII. STUDY A TALK

A little girl, named Denise, decided that she would demonstrate a health rule on "Going to Bed." So she made a clock face with hands by which she could show the primary pupils the wrong time to go to bed and the right time to go to bed. Before she made her demonstration, she gave a talk about "Going to Bed."

You may wish to talk about your demonstration, too. If you study the talk that Denise gave, it will help you to plan your own.

### GOING TO BED

I know a little girl eleven years old who does not go to bed till ten o'clock. She goes at that time even on school nights. She is always very pale. She has adenoids too. The health rule is; sleep twelve hours with your windows open.

—DENISE COS.

1. Study this talk by thinking the answers to these questions:

What is this talk about? (What is the *topic* of it?)  
What does the first sentence tell about going to bed?  
What does the second sentence tell about going to bed?  
What does the third sentence tell about going to bed?  
What does the fourth sentence tell about going to bed?  
What does the fifth sentence tell about going to bed?  
How many sentences tell about going to bed?  
About what topic do all the sentences tell?

The first sentence makes you wish to hear the rest of the talk. How does it do that?

The last sentence really finishes the talk. How does it do that?

2. In class, one of you may read the questions, and the others, in turn, give the answers. What kind of sentence will you use when you give the answers? Your teacher will tell you if your answers are correct.

3. Write three assertive sentences telling: what every sentence in a talk should do; what the first sentence should do; what the last sentence should do.

### XIII. LEARN THE ORAL STANDARD

A *standard* is a list of rules which you try to obey. It is something like a motto that you hang on the wall to remind you how to act. The oral standard is the list of rules you should try to obey in giving your talk.

1. You have been learning the rules of the oral standard. Now we may write them down all together. Read them through carefully.

## THE ORAL STANDARD

Have something interesting to say.

Stand erect and stand quietly.

Look at your audience.

Speak so that everyone can hear you.

Speak in complete sentences.

Speak in correct English.

Make all the sentences about the topic.

Make your first sentence so interesting that everyone will wish to listen to your talk.

Make your last sentence really finish the talk.

2. Write the letters from (a) to (j), one under the other. Opposite each letter, write a word which answers each question below. The first answer, which you will write opposite (a), is "nine."

- (a) How many rules are there in the oral standard?
- (b) How many rules are there about what you say?
- (c) How many rules are there about how you say it?
- (d) Which rule reminds you to make your voice ring?
- (e) Which rule tells you not to use *ain't*?
- (f) Which rule tells you how to begin?
- (g) Which rule tells you to use whole sentences?
- (h) Which rule tells you that you must think first?
- (i) Which rule speaks about your body?
- (j) Which rule tells what all the sentences must be about?

3. Copy the oral standard on a paper. Do not forget the title.

4. Paste your copy of the oral standard on a piece of stiff brown paper. Fold it to make a booklet which

you can carry in your pocket. Write neatly.

5. Memorize the oral standard. Recite it to your partner.

6. When anyone speaks, watch him to see if he obeys the rules.

#### XIV. PREPARE YOUR TALK

The first thing to do in preparing a talk is to find out as much as you can about your topic.

For example, if you have decided to give a talk on the topic, "Why We Brush Our Teeth," you must first find out as much as you can about the teeth. Look for a book, or a story, that tells about the teeth and read it.

1. Find out the answers to as many of these questions as you can. Write your answers in complete sentences.

What is the hard, white outside of a tooth called?

What is inside this hard, white shell?

Of what use is the hard, white part?

What makes a tooth ache?

What makes a hole appear in a tooth?

How can you keep the holes from coming?

What may you eat that is good for your teeth?

What may you eat that is bad for them?

2. Below your answers, write down any other facts that you have discovered about the teeth. These are your **notes** on the teeth. Carry your notes in your pocket, and think out your talk in complete sentences.

3. When you have your talk ready, give it before your partner. He will watch to see that you obey the rules of the oral standard.

## XV. LEARN HOW TO CRITICIZE A TALK

Using the oral standard to help you, criticize these talks that Barbara, Helen, and Virginia gave. Discuss the talks in class.

## DRINK MILK

You should drink at least one quart of milk a day. Do not let germs get into your glass. Milk makes you strong. It makes your teeth strong. It makes your bones strong, too. If you don't drink milk, you will not grow, and you will get thin.

—BARBARA GILMOUR.

1. Barbara has not obeyed all the rules of the standard. Which one of her sentences does not belong to the topic? Can you suggest any other way in which she could have improved her talk?

## WASH YOUR HANDS BEFORE AND AFTER MEALS

Wash your hands before meals. You might have touched some dirty things this morning. Now wash your hands after meals. You might give germs to other people. Remember, now, always wash your hands before and after meals.

—HELEN MEADE.

2. Which rule has Helen forgotten? What else can you criticize? What do you like about her talk?

## VEGETABLES AND FRUIT

If you do not want to be sick and thin, eat lots of vegetables and fruit. The vegetables have vitamins which are very important for healthy children. Fruit has vitamins also. Do not eat things before meals.

—VIRGINIA WEBB.

3. Why is Virginia's first sentence a good one? Why is her last sentence a poor one? Suggest a good closing sentence for her talk.

#### XVI. PRACTISE SPEAKING CLEARLY

When we speak words correctly, we say that our **pronunciation** is good. For example, "dem'-on-strate" is the correct pronunciation.

There is another word, something like "pronunciation," which we use when we think of speaking clearly as well as correctly. The word is **enunciation**. If we are careful to say the *d*'s and the *t*'s of the words we use, our enunciation is more likely to be good.

Donald recited a line that sounded like this:

"An' he won'ers who buil' th' won'rous bridge."

What was wrong with his enunciation?

You have learned that the way you move your tongue and shape your mouth helps or hinders your enunciation. There are other things, also, that help or hinder. For example, a good speaker is careful about the way he breathes. The breath, passing between the vocal chords, makes the tone that the mouth shapes into the sounds of the letters; therefore, if we do not breathe evenly when we speak, we cannot form our sounds and words distinctly.

1. Breathe out as much air as you can; then say:

Now this ambassador knew that the King of Sparta was really master of all Greece, so he had expected to find the cities surrounded by massive walls and lofty towers of defence.

How far did you get? How did the words sound?



2. Practise breathing evenly in and out while your partner counts slow waltz time for you:

*in* two three; *out* two three.

Repeat this five times.

3. Now speak the sentence in Exercise 1, breathing evenly and naturally. Give all the parts of the words their proper sounds. For example, what sound should you give to the last part of the word *ambassador*?

4. You have now learned four rules that you must obey if you wish to speak clearly. Practise them daily; we shall call them "The Daily Four."

#### THE DAILY FOUR

Correct sitting and standing.

Even breathing.

Ringing sounds (m-n-ng-l).

Careful enunciation.

#### XVII. PRACTISE CORRECT ENGLISH

Remember: *did* is strong and stands alone, but *done* uses one of the helpers: *has*, *have*, or *had*. Read this dialogue with your partner, putting the right word, *did* or *done*, in each space:

FRED: I have — my exercises. Have you — yours?

SAM: Yes. — you find out all the answers?

FRED: I — not find out the answers to the last two questions.

SAM: I —.

FRED: Where — you find those answers?

SAM: I found them in this book. — you not see it?

FRED: No. Will you lend it to me when you have — your exercises?

SAM: I have — them now, but Tom has asked for the book.

FRED: Will you lend it to me when Tom has — his work from it?

SAM: Yes, I will. Tom — some exercises from it yesterday.

FRED: Then he will have his work — soon.

SAM: — you find out any new facts about your topic?

FRED: Yes, Mother had — some hunting for me. She found a good one.

SAM: Father — some hunting for me.

FRED: — he find any new facts for you?

SAM: Yes, he —. I was to write them down, but I have not — so yet. I must do it now.

### XVIII. PRESENT YOUR PROGRAMME

When you have practised your talks, poems, and demonstrations, you will be ready to present your programme for the primary pupils. You will use the programmes you have made, and the primary pupils will have fun reading them.

Before presenting the programme, you will need to choose a chairman.

1. Arrange to have the chairman announce each number on the programme. Ask him, also, to give a short talk, telling the primary children what the programme is about.

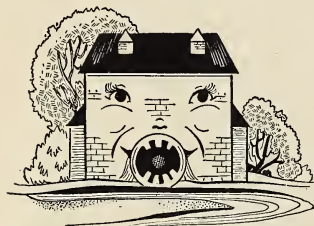
2. As you give your talk or recite your poem, remember to make your voice ring so that the little children will be able to hear every word you say.

3. Ask your teacher or a senior pupil to listen to your programme and criticize it. When you go back to your room, or when the primary pupils are dismissed, the critic will tell you what he liked in your programme, and perhaps make some suggestions to help you the next time.

4. Ask one of the pupils in your class to thank the critic for you.

### XIX. PLAN TO WRITE A HEALTH BOOK

Another way in which you might teach the health rules to the primary grades is by writing a health book for them. This will be fun for the primary pupils, too. They will enjoy reading a book that you have made just for them.

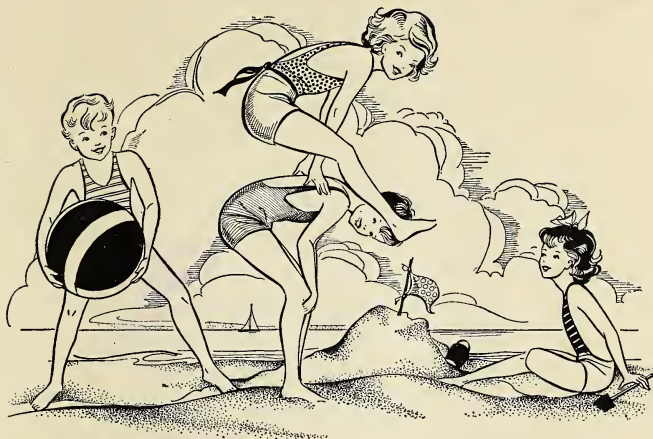


1. In class, discuss different sizes of pages, and choose the one that you think will be suitable for the primary children.

2. Appoint each member of the class to write and illustrate one or two pages about one of the health rules. One page might tell the story of "The Little Red Mill."

3. Primary children can read only easy words and short sentences. On the blackboard make a list of the words which the primary children know.

4. Copy the list of easy words for your own use in writing your pages. Be careful to spell each word correctly.



5. You may draw or paint pictures to illustrate your health rules. What health rule does this one illustrate?

## XX. LEARN TO SPELL THE HEALTH WORDS

In writing your book, you will need to know how to spell the health words. Some of them will be new words for the primary pupils. Since the younger children will see these new words for the first time in your book, you must be sure to have every word spelled correctly.

1. Read over these twelve health words:

### COMMON HEALTH WORDS

health	orange	sleep	clean
vitamin	eat	window	apple
drink	milk	ten	vegetables

2. Add eight health words of your own to this list.

A syllable is a part of a word which you speak as a unit.

*Do* and *catch* are words of one syllable. *Win-dow* and *den-tist* are words of two syllables. *Vi-ta-min* and *a-pron-ful* are words of three syllables. It helps us to spell words if we divide them into syllables.

3. Make three headings: "One Syllable," "Two Syllables," "Three Syllables." Write each of the words in the health list under the right heading. To find out how many syllables a word has, pronounce it, and listen to the parts into which your voice divides it.

4. Ask your partner to dictate the health words to you. Study your mistakes with the Safety Six.

#### XXI. COPY A POEM FOR THE HEALTH BOOK

Your health book, like your programme, will be brighter if you put in two or three easy poems about health. Here is one the primary pupils will like:

##### WHEN TO DO THE WASHING

They that wash on Monday  
Have all the week to dry;  
They that wash on Tuesday  
Are not so much awry;  
They that wash on Wednesday  
Are not so much to blame;  
They that wash on Thursday  
Wash for very shame;

They that wash on Friday  
Wash because of need;  
They that wash on Saturday  
Are lazy folk indeed.

—TRADITIONAL.

1. First, study the poem and think the answers to these questions:

What stands at the head of the poem?  
What words are written with capitals?  
How is the first word in each line written?

A word that is the name of anything is called a **noun**.

2. There are ten nouns in the poem. Make a list of them. Ask your teacher to see if your list is correct.

3. Make two headings: "Capital Letters" and "Small Letters." Write the nouns that begin with capital letters under the first heading, and those that begin with small letters under the second heading.

If you look at the nouns that are written with capitals, you will notice that they are all the names of particular days.

All nouns that are the names of particular things, such as *Monday*, *April*, *John*, *Vancouver*, are called **proper nouns**. Proper nouns are always written with capital letters.

Nouns that are not the names of particular things, such as *day, mouth, boy, city*, are called **common nouns**. Common nouns are usually written with small letters.

4. Copy the following words in two lists. Begin the proper nouns with capital letters and the common nouns with small letters.

dog	marble	week	march	roy	folk
rover	girl	tuesday	month	boy	canadians

5. Copy the poem, "When to Wash." Be careful to write the title, the first word in each line, and all proper names with capitals.

6. Choose the best copy to paste in the health book.

## XXII. WRITE SOME RIDDLES FOR THE HEALTH BOOK

Most children like guessing riddles. It would be fun to write some little health riddles to put in the book for the primary children. Here is one:

I am round.  
I have a yellow skin.  
I am full of sweet juice.  
What am I?

1. Make up one or two riddles for the book. Be sure that they are easy enough for the small children to answer.

2. Read your riddles to the class. Choose the best for the book.



## XXIII. BIND THE HEALTH BOOK

When your pages are all completed, it will be necessary to make them into a book. This is called *binding* the book.

1. Arrange the pages in good order. The first few pages should be the easiest.
2. Design a cover, with the title and a very simple decoration neatly placed.
3. Make the cover out of heavy paper, using the best design.
4. Decide how to bind the cover and the pages together.

## XXIV. STUDY AN INVITATION

Plan to present the book to the primary class. Invite them to come to your class meeting on Friday. The invitation should read something like this:

Alix, Alberta.  
September 20, 1937.

The place  
The date

Dear Miss Peters,

The greeting  
The message

We should like you to come to our class programme on Friday afternoon, September 23, at three o'clock.

Yours sincerely,

The closing

Mary Galt

The signature

1. Study this letter. Count the number of different parts that there are in a letter. Notice the position of

each part on the paper. Read the names of the parts; they are given at the side. Think what each part does.

2. Draw a rectangle three inches wide and four inches long. Inside the rectangle, draw a dotted line to show where each of the parts of the letter should be placed.

Notice that there are three places where double spaces are left. Where are they?

3. Write the name of each part on the proper line.

4. Write six assertive sentences, telling what each of the six parts of a letter does.

5. Draw a rectangle six inches wide and eight inches long.

Copy the letter inside the rectangle.

## XXV. WRITE INVITATIONS

The primary pupils will be quite excited if you send each one an invitation to your class meeting. The invitations must be very carefully written, for the primary pupils will be sure to take them home.

1. In class, make a list of the parts of your letter. Write the address that you will use, the date, the greeting, the closing, and the signature.

2. Draw a rectangle on the blackboard, and copy each part in its proper place.

3. Think out your message in complete sentences, and write it in the proper place. You may not wish to use the one written to Miss Peters.

4. Write a copy of the invitation for each of the primary pupils.

## XXVI. PRACTISE SPEAKING CORRECT ENGLISH

Two other words that you must be careful to use correctly in your work with the health book are *saw* and *seen*.

Remember that *saw* is strong and stands alone, but *seen* uses a helper: *has*, *have*, or *had*.

1. Copy these sentences, using *seen* in the spaces where there is a helper and *saw* in the spaces where there is none:

I — an elephant at the circus yesterday.

Tom has — elephants at the zoo.

Mary had not — an elephant.

She said that she had — a camel.

"I have — a lion," said Jack.

"Tom — two lions," said Mary.

Have you ever — a giraffe?

2. Read to your partner the sentences that you have written. Listen carefully to make sure that each one sounds well.

3. In turn with other pupils, read one of these sentences aloud to the class, putting *did*, or *done*, *saw* or *seen* in the spaces:

(a) Tom — an elephant.

(b) Mary has — a lion.

(c) Harry has — his arithmetic problems correctly.

(d) Alice — the dishes for her mother.

(e) Helen had — the fire.

(f) George had — his best to put it out.

(g) — you like the book?

(h) I — it on the table.

## XXVII. PRESENT THE HEALTH BOOK

In one class that presented a health book to primary children, Harry Johns was in charge of the arrangement committee.

"How do you give a book to a whole class?" asked Harry.

"You make a speech," said Mary. "You make a presentation speech."

"Oh," said Harry. He thought a moment. "Very well. Each of you think out a presentation speech; we shall hear them to-morrow."

"What do you say in a presentation speech?" asked Bobby.

"I don't know," said Mary, "let us ask Miss Lister."

Their teacher suggested that the presentation speech might tell what the present was, how it had been made, and why it was given.

On the following day the arrangement committee held a meeting at which each pupil made the presentation speech that he had prepared. The committee decided that George Park's speech was the best, and he was appointed to make the speech to the primary grades. Freda Grant was chosen to go with him to the front of the room to present the book.

Then the arrangement committee asked the teacher of the primary grades to be good enough to choose a primary pupil who would, at the proper time, stand up, accept the book, and say 'thank you' for it.

Try to carry out your presentation as these children did.

You may improve upon their arrangements.

## XXVIII. GETTING READY FOR YOUR TEST

1. Make a list of eight health rules. You need not write them in complete sentences. Write only a few words for each rule.

2. From your list of eight, choose the three rules which you think most important. Write these three in complete sentences.

3. Write the numbers of all the complete sentences in this list:

- (1) Mary told a health story
- (2) a talk on going to bed early
- (3) the class made a book for them
- (4) "I shall be late," said Clara
- (5) do you drink milk every day
- (6) the letter of invitation
- (7) a presentation speech by John
- (8) we sang "God Save the King"
- (9) neatly-patterned crops
- (10) you must speak clearly

4. Taking turns with your partner, make a complete assertive sentence about each one of these groups of words:

the orange tree	at seven o'clock
open the window	carrots and peas
fresh lettuce	brush up and down
play in the sunshine	likes porridge
with plenty of soap	sterilized bottles

5. Read these sentences to your partner, choosing from each pair the right word to use:

Margery (saw, seen) the cows.

Tom (done, did) the milking.

The jersey cow (isn't, ain't) large.

They have (did, done) well with her milk.

Jersey milk (ain't, isn't) blue.

I have (seen, saw) the cream thick and rich.

Tom has (did, done) the milking.

Mary (did, done) the milk pails.

Mother (saw, seen) Margery coming in.

The supper (ain't, isn't) ready. *2*

6. Write a dialogue for your partner and yourself. First, write three questions to ask your partner. Use one of the words *is*, *did*, *see* in each question. Then write the answers which your partner will give. Use one of the words *isn't*, *seen*, *done* in each of the answers. Remember that *seen* and *done* need the helpers.

7. Read your dialogue with your partner.

8. Write a programme with these selections on it:

Drink milk for good teeth, a talk, harry brown; skipping, a recitation, donna avis: how to make a bed, a demonstration, mary bothwell; cleaning, a play, george andrews, peter crawford, and arthur houson.

Do not forget how a programme begins and ends.

9. Copy this story, marking off the sentences by beginning each with a capital and ending each with a period. Remember to write the title correctly.

#### the little red mill

Keep your little red mill clean if you do not harmful germs will get into it germs are like workmen with picks they pick away the hard white covering of a tooth then it begins to ache everyone should go to the dentist twice a year.

10. Draw a rectangle six inches wide by eight inches long. In the rectangle write an invitation to your mother asking her to come to your Health Demonstration. Remember to put each of the six parts in the right place.

11. A word that is the name of anything is called a noun. Make a list of the nouns in Exercise 5.

12. Write two headings: "Proper Nouns" and "Common Nouns." Write each of the nouns in your list under the right heading.

13. Write two headings: "One-Syllable Words" and "Two-Syllable Words." Under the first one, write five one-syllable health words. Under the second, write five two-syllable health words.

14. Using the Safety Six, learn to spell these health words:

sunshine	vitamin	exercise	laughter
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15. If you wish to be heard in all parts of the room, you must speak your ending sounds distinctly. Practise this *ing* list:

going	doing	being	seeing	having
eating	sleeping	playing	working	shouting

16. Pronounce these words, making the *t* sound clearly:

kept	least	last	just	don't
slept	most	fast	trust	won't

17. Practise also this *d* list:

and	hand	sand	land
told	hold	sold	cold



18. The poem below paints a beautifully clear word picture. It is the sun that puts the color in the picture, but it is the *s* and the *d* sounds that make it alive and moving. Practise saying the poem. Enunciate your ending sounds distinctly.

#### THE EAGLE

He clasps the crag with hookèd hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

—ALFRED TENNYSON.

## CHAPTER II. GETTING READY FOR CHRISTMAS

### LEARNING TO ARRANGE YOUR THOUGHTS IN ORDER

#### I. THINK INTERESTING THINGS TO TELL

What makes a story interesting? The children were trying to decide the answer to the question as they chose books from the library during the reading hour.

"I like a story with sentences that make me want to know what happened next," said Bob.

"So do I," Dorothy said; "but I think a sentence is interesting if it sounds beautiful when I read it."

"I like exciting words," Denise said.

"And I like sentences," said Charles, "that make me see pictures of what is going on."

1. Write down the four things that make stories interesting, according to these pupils.

2. Read the following story to pick out the interesting sentences.

#### THE DECORATION OF THE CHRISTMAS TREE

Now two servants came in gay liveries and carried the fir tree into a large, beautiful room. The fir tree was put into a great tub filled with sand; but no one could see that it was a tub, for it was hung round with green cloth and stood on a large, many-colored carpet. Oh, how the tree trembled! What was to happen now? The servants and the young ladies decked it out. On one branch they hung little nets, cut out of colored paper; every net was filled with sweetmeats. Golden apples and



walnuts hung down, as if they grew there; and more than a hundred little candles—red, white, and blue—were fastened to the different boughs. Dolls that looked exactly like real people—the tree had never seen such before—swung among the foliage, and high on the summit of the tree was fixed a tinsel star. It was splendid, particularly splendid!

—HANS CHRISTIAN ANDERSEN.

3. One under the other, write down "Bob's way," "Dorothy's way," "Denise's way," "Charles's way," and beside each write a sentence from the story that is interesting in that way.

4. Find a part of the story that is interesting in some other way. Think of a sentence in which to tell the class why it is interesting. In your turn, tell the class your sentence.

5. Think three interesting sentences of your own about the decoration of a Christmas tree. Write them in your note-book. Read them to your partner, and ask him to decide in what way each of them is interesting.

6. Make a list of all the common nouns that you

can find in the story of the Christmas tree. Remember that a word that is the name of anything is a noun. With a mark like this ✓, check the common nouns that are especially interesting. Compare your list with that of your partner.

## II. LEARN HOW THOUGHTS SHOULD BE ARRANGED IN A STORY

When you have chosen some interesting thoughts to tell, the next thing to do is to arrange them in good order. If they are not in the proper order, they are not nearly so interesting. Notice how confusing this story is:

### A CHRISTMAS JOURNEY

The Christmas after I finished college, I went to Europe for six months. I was born on September 3, 1850. I spent all my money in France, Italy, Ireland, and England. My mother died when I was a child, and I was brought up by my cousin, March French.

1. Why is this story hard to understand?
2. Make a list of the five facts told in the story.
3. Rewrite your list, arranging the sentences in the order in which the events happened. Is the story easy to understand now? Why?
4. Write a title that tells the real topic of this story. Under the title, copy the sentences in the right order. Is the story easy to understand now?
5. Write a sentence that tells how to arrange sentences so that a story will be easy to understand.

## III. LEARN THE STORY ORDER

The best way to learn how to arrange the sentences in a story is to notice how it is done by good writers. Read the little story below, first to enjoy it, and then to study the order of the sentences.

## PETE AND THE PINTO

On Christmas morning, Pete and the men went down to the corral, and there began a battle royal between Pete and the Pinto.



The bronco first pitched furiously. Next, he tried to kick Pete's feet out of the stirrups. Then he bowed his neck in an effort to bite Pete's legs. Finally, he reared and tried to crush his rider by falling upon him.

In the end, Pete won, riding the pinto quietly back to the corral. Quivering in every muscle, hardly able to stand, his nose bleeding freely, the bronco-buster swung out of the saddle.

1. Make a list of the eight things that happened in this story.

2. Study your list by thinking the answers to these questions:

Which happening is told first?

Which happening is told second?

Which happening is told third?

Which happening is told fourth?

In what order are the happenings told?

3. What is wrong with the story on page 39?

4. Why is it important to put the facts of a story in the right order?

#### THE STORY ORDER

When you are telling a story, you must tell the facts *in the proper order*. If you mix them up, your story will be hard to understand.

The order in which things happen is called the **story order**.

Always tell your stories in the story order.

5. Read again the story: "The Decoration of the Christmas Tree." List the things that happened to the tree, and study your list to find out whether they are arranged in the story order.

#### IV. LEARN TO CRITICIZE A STORY

Another good way to learn how to arrange sentences is to criticize your own stories and those of your fellow-pupils. Here is one for practice:

##### A CLEVER BOY

A little Chinese boy named Wankung was playing one day with his brother, Venyao. As Venyao ran, he tripped and fell into a big jar of water. By and by, Wankung began to chase his brother. So he picked up a stone and broke the jar. Wankung tried to pull his brother out, but he found that he was not strong enough.



The water ran out, and Venyao was saved. When Wankung grew up, he became a great man.

1. Make a list of the eight things that happened in this story.

2. Study your list to find out which things are wrongly placed.

3. Prepare a three-sentence speech, criticizing this story.

4. In class, appoint a critic to listen to the speakers and to notice if their sentences are properly arranged. Appoint another critic to notice how well the rules of the oral standard are obeyed.

5. When three or four of you have told short stories, ask the critics to tell you of any mistakes that you have made in the order of your sentences, and of any rules of the oral standard that you have broken.

#### V. PRACTISE ARRANGING THOUGHTS IN THE STORY ORDER

You will find, below, some sentences about Mr. Dog. They are part of a much longer story, written by Mr. Albert Bigelow Paine, about the Christmas celebration among the Hollow Tree people. The sentences in this part of the story have been mixed up, and it will be necessary to put them back in their proper places.

#### MR. DOG PREPARES TO PLAY SANTA CLAUS AT HOLLOW TREE INN

He put some of the wool round his old hat, too. In the top of the sack he put some candy canes. Mr. Dog had first to rig up his Santa Claus dress. He borrowed a big sack from the barn to put the presents in. He found some



long wool in the barn for his white whiskers. He had borrowed a lot of nice things to put in the sack. He put the three dressed chickens in the bottom of the sack. He put some shorter wool round the edges of his coat. He had borrowed three nice tender chickens from Mr. Man. He had borrowed some new neckties and some pipes and tobacco also. The sack was quite heavy when he had filled it and was ready to start. He put the neckties, the pipes, and the tobacco in the middle of the sack.

1. Read the sentences to find the one that should come first. Mark it (1).

2. Decide which sentence should be second, and mark it (2). Go through the whole story in this way.

3. Write the title of the story at the head of your page. Copy the sentences in the order in which Mr. Dog did the things.

4. Read your story through. Are the sentences in the story order?

5. There are three proper nouns in this story. What are they?

## VI. CHOOSE A CHRISTMAS STORY TO TELL

Telling a story is a delightful way of entertaining your guests.

1. Make a list of the books in your school library which contain Christmas stories. Be careful to write the title of the book and the Christian name and surname of the author correctly. What kind of nouns are these names?

2. Take your book list to class with you. Exchange lists, and find out how many of the boys and girls

have written the titles and names in their book lists without a mistake.

3. On the blackboard, make a list of the Christmas stories that you found in the library.

4. Choose a story to tell. When you tell a story, remember the oral standard. Remember, especially, to speak so that everyone can hear you. It will help you to remember if you practise the exercises that you have learned. Appoint one pupil to give the orders, which the rest of you should obey.

Sit erect! Back flat! Chest up! Chin in!

Rhythmic breathing—begin, quietly, evenly. Repeat.

Open the mouth wide, close slowly. Repeat.

Say *m-n-ng*, making it ring. Repeat.

Recite "Swing, Swing," making it ring. Ready? Begin.

Recite "The Bird's Lullaby," softly. Ready? Begin.

## VII. STUDY THE PARTS OF YOUR STORY

*How It Began*



*What Happened*



*How It Ended*



In a good story all the sentences should be in the story order. In most stories the sentences are in three groups, so that the story is in three parts. The first part tells *How It Began*. The second part tells *What Happened*. The third part tells *How It Ended*.

Read the story below, and notice these parts:

#### HOW CHRISTMAS GIFTS WERE INVENTED

One morning, as Baboushka was cleaning her house, three strangers stopped at her door and asked for a drink. She gave them cool buttermilk, and they told her that they were taking some rich gifts to a Wonderful Child of whom they had heard. They asked Baboushka to go with them, but she said that she could not leave her house.

When the strangers were gone, Baboushka was sorry that she had not gone with them. She wished very much to take a gift to the Wonderful Child, but how was she to find Him? "I must take a gift to every child in the land," she said to herself, "then I shall be sure not to miss him." So all the year long Baboushka worked hard making gifts for the children.

When the Wonderful Child's birthday came round again, Baboushka was ready. She went up one road and down another, leaving a gift for every child in the land. Those were the first Christmas gifts.

—TRADITIONAL.

1. Study the parts of the story to find out how it began, what happened, and how it ended. To do this, think of the most important thing that Baboushka did in each part of the story.

2. Write three assertive sentences, giving the answers to these three questions: How did the story

begin? What happened in it? How did it end?

3. Read again the story of "Pete and the Pinto," page 40, and write three sentences telling how it began, what happened, and how it ended.

4. Think of the Christmas story which you have chosen to tell. Write three sentences, telling how it began, what happened, and how it ended.

5. Play a Christmas-gifts game with the group. The pupil who is "it" asks, "What did you give your mother for Christmas?" The others answer in turn, saying, "I gave her a book," and so on. Any pupil who says *give* or *guv*, instead of *gave* must be "it."

#### VIII. PRACTISE SPEAKING CLEARLY

If you wish to speak clearly when you tell a story or recite a poem at the Christmas concert, you must practise every day. Practise in class with the other pupils and by yourself at home.

1. Say *m-n-ng*, making it ring. Repeat five times.

2. Recite "Swing, Swing," making it ring.

3. Recite "The Bird's Lullaby," softly. Make the *l*'s ring.

4. Practise this rhyme, making it sound like the bells. Open your throat for the *o* sounds. Hold them, and roll them out.

#### THE BELLS

Ding dong, ding dong!

Bells swing,

All the morning long.

Ding dong, ding dong!

## IX. USE INTERROGATIVE SENTENCES

In Chapter I, Lesson IV, you learned that statements are often called assertive sentences. In the same way, questions are often called **interrogative sentences**. *Interrogative* means questioning.

You will know an interrogative sentence when you hear it by the question in it.

You will know one when you see it by the question mark at the end.



1. Study the picture and think the answer to these questions:

Who is the old gentleman in the picture?

When does he come to visit us?

Why does he come?

What do you think is in the box?

What gift do you want him to bring you?

2. Write three interrogative sentences of your own about the picture. Make your interrogation marks neatly.

3. Exchange questions with your partner. Write three assertive sentences answering your partner's questions. What kind of punctuation mark is used at the end of an assertive sentence?

4. Practise pronouncing these two long words: in-ter-rog'-a-tive ("tive" as in "give"); in-ter'-ro-gā'-tion.

5. Write an interrogative sentence, using each of the following common words. Dictate your sentences to your partner for him to write.

COMMON WORDS

buy	women	write	once
again	done	writing	would
very	here	heard	can't
none	hear	does	sure

6. Make a list of the words you misspelled, and study them with the Safety Six.

#### X. TELL YOUR CHRISTMAS STORY TO THE CLASS

You have chosen a story to tell at the Christmas concert. Now prepare the story carefully, and practise telling it.

1. Make a list of all the things that happen in your Christmas story. Write them in the story order.

2. Make three headings: "How it Began," "What Happened," "How it Ended." Under each heading copy the things that happened in that part of your story. Remember to write them in the story order. Keep these notes in your hand when you are telling



your story. Then, if you forget what happens next, you may glance down at your notes.

3. Read again the oral standard on page 18.

4. Tell your story to your partner. He will tell you if you fail to obey any of the rules of the oral standard.

5. Tell your story to the class. Make your voice ring.

6. Choose several of the best stories to be told at the concert.

#### XI. LEARN TO WRITE A LETTER OF REQUEST

If you were to write a very polite letter to your School Board, asking them to buy a book of Christmas stories for your school library, they might do it. Such a book would be very useful to you in preparing your Christmas concert.

1. Study again the six parts of the letter on page 29.

2. Draw a rectangle, and put the six parts in place. Draw lines to show where the message should go.

3. For practice, write the six parts three times.

4. Try to find out the answers to these questions:

Who are the members of the School Board?

To which of them should you write?

What is his address?

5. In class, draw a large rectangle on the blackboard, and write in it the six parts of the letter to the School Board.

6. Think out the sentences of your message of request. Be very polite. Write the message in its proper place. When you have written your letter as



well as you can, ask your teacher to criticize it for you.

7. Rewrite your letter as neatly as possible. From all the letters written by the pupils, your teacher will choose one to be posted.

## XII. LEARN TO USE ABBREVIATIONS

There are certain words, often used in letters, of which people, when they are writing, set down only a part. You know that *Mr.* stands for *Mister*, *Mrs.* for *Mistress*, and that *Dr.* means *Doctor*. When we write only part of a word, we say that we *abbreviate* the word; that is, we shorten it. A word that is shortened in this way is called an **abbreviation**. *Mr.*, *Mrs.*, and *Dr.* are abbreviations. Notice that an abbreviation begins with a capital and ends with a period.

1. Write the abbreviations for these words:

Mister, Mistress, Doctor, Captain, Street, Avenue, Company.

2. When we write dates, we abbreviate to three letters the names of some of the months. We use four letters for September. Write the abbreviations for these months:

August	October	December
September	November	January

3. Copy this list of addresses, using the abbreviations you know:

Mister Tom Brown, 106 Fourth Avenue, Calgary, Alberta.

Mistress Harry Fisher, Fredericton, New Brunswick.

Miss Alice Simpson, 220 Bloor Street, Toronto, Ontario.

Doctor Alex. Currie, J. T. Frost Company, Souris, Manitoba.

4. Draw a rectangle for an envelope, and address it to the secretary of your School Board, using the proper abbreviations. Do this twice, the first time to make sure that you have everything correct, and the second time to make it look as neat as possible.

### XIII. PLAN A CHRISTMAS SPELLING-MATCH

All would be lost if you misspelled a word in your letter to the School Board. Instead of a Christmas book, they might buy you a spelling book! To help in the learning of your spelling, it is always fun to have a spelling-match, and there are so many interesting Christmas words, it would be especial fun to plan one for the Christmas concert. Plan it in the way these exercises suggest:

1. The class is divided into two teams.
2. Each team makes a list of twenty-five Christmas words.
3. Team-mates dictate the team's word list to one another, so that each member of the team may be sure that he knows how to spell all the words on his own team's list.

One team should not be allowed to hear the words chosen by the other team.

4. Each pupil makes a list of his mistakes and studies them with the Safety Six.

5. At the Christmas concert, your team will ask the other team to spell the words on your list, and the other way about.

## XIV. LEARN ANOTHER KIND OF WORD

You have already learned that words that name things are called nouns. To-day you will learn another kind of word that is used in telling a story. To learn the new kind of word, study the following story about a Christmas party:

## CANADA'S FIRST CHRISTMAS PARTY

It was Christmas Day, 1604. The Habitation at Port Royal rang with talk, laughter, and scraps of song. In the kitchen, the cook sliced bear steaks, and François, his helper, tended the fire. "I wish I had a fresh rabbit to add to this stew," said the cook. "I'll get you one," said François, dashing out of the door. "Come back here," cried the cook, but the lad was gone.

The afternoon wore away, and darkness began to fall. The cook mixed pastry. Champlain, with two men to help him, decorated the dining-room. Lescarbot and his party practised their play in the hall. The others washed and dressed, making themselves fine for the dinner. Suddenly the cook flung open the door. "Where are you, François, you lazy rascal?" he cried. "He hasn't been in here; he hides from you, cooky," laughed the men. "When did you see him last?" asked Champlain. "He went out at three to snare a rabbit, sir," said the cook. They looked at each other. It was five o'clock and already dark. "We must find him," said Champlain. "He is hurt, or lost in the snow, or the beasts—Turn out, men!"

"I know!" cried Louis. "Bran will find him. Come here, Bran!"

The dog rose from his place by the fire and stretched. He marched over to his master and looked up into his face



as if to ask what he wanted. Louis gave him François' shirt. The dog smelled it and dashed out of the door. The men stood still, listening. Bran barked once sharply. Then he growled softly. They found him pawing away the snow from François, who lay caught under a tree which had fallen across his legs. The men shouted with joy. They carried François home in triumph, and Canada's first Christmas party was a merry one after all.

—ANNIE HALL.

1. Read the second part of the story again and make a list of *single words that tell what the men did*.

Words that tell what people do are called verbs.

A verb is usually an action word, as *run, jump, do*. Verbs are very important words; they make the story interesting. People always do interesting and exciting things at Christmas time. You will need interesting verbs to help you tell and write of Christmas doings.

2. Make a list of five exciting verbs from the story.

3. Make a list of five verbs that make you open your mouth well when you say them.

4. Make two headings: "Nouns," "Verbs." Write ten words from the story under each heading.

## XV. PRACTISE SPEAKING CORRECTLY

You may *know* how to speak correctly, but that is of little use unless you *do* speak correctly. Practise until correct speaking becomes a habit.

1. *Seen* and *done* are action words. *Gone* is also an action word. *Gone* is like *seen* and *done*; it always uses one of the helpers: *has*, *have*, or *had*. Repeat these sentences three times:

I have gone out.	He has gone out.	She had gone out.
I have gone in.	He has gone in.	She had gone in.

2. Write three assertive sentences using *gone* in each.

3. Write three interrogative sentences using *gone* in each.

4. Practise speaking clearly. Turn back to page 44, and do the clear-speaking exercise.

5. Recite "The Bells."

## XVI. CHOOSE A TOPIC FOR A TALK

The ability to make something with the hands is called a *handicraft*. Look up the meaning of the word *craft*.

As everyone is busy at Christmas time making Christmas gifts, it would be very useful if you gave the other pupils good ideas about things to make, and how to make them. There are many useful and pretty gifts which girls and boys can make if they know how.

1. On the blackboard, make a list of the different handicrafts practised in your homes. The French Canadians and the new Canadians have many beautiful handicrafts. Add some of these to your list.

2. Make a list of ways in which you could find out about the different crafts, as: studying a picture; studying a model; making a model. Try to think of six ways.

3. Appoint one pupil, or a committee of pupils, to study each of the most interesting handicrafts and to prepare a talk about it.

#### XVII. LEARN TO SPEAK CLEARLY

*Th* is a sound which some people find difficult to say. They say *t* or *d* instead of *th*. In saying *th*, put your tongue a little way out between your teeth.

1. Practise your speech-training exercises. Add these exercises:

Repeat the sound of *d*, rapidly, many times.

Repeat the sound of *t*, rapidly, many times.

Say the sound of *t* and then the sound of *th*, changing the position of your tongue. Repeat this exercise carefully five times.

2. On the blackboard make a list of ten words that begin with *th*. Pronounce them in turn, saying the *th* carefully.

3. Practise this rhyme till you can say it smoothly:

#### THICK AND THIN

The thick thread is strong,

The thin thread is long,

Thick thread,

Thin thread,

The thick, thin thread song.



## XVIII. CRITICIZE TALKS ON HANDICRAFT

Review the oral standard on page 18; then read the following talks on French Canadian handicrafts. They were given by girls and boys of your own age.

## RUGS

Hooked rugs are not a new industry. They were made hundreds of years ago in Quebec, England, Scotland, and other countries in Europe. They are very interestingly made. First you find four boards, two the same length, and two longer. You put them together with clamps. Then you tack heavy cloth on the board. Next comes the sacking, sewed on with thin string. Draw any pattern you like. Then take the hook and a thin piece of rag, and start. Try it, it is very exciting!

—DOROTHY MACLEOD.

1. Think the answers to these questions, and discuss them with your partner or in class:

Why is this an interesting talk?

Which sentence is not on the topic?

Which sentences do not tell clearly what is to be done?

What is wrong with the statement in the first sentence?

What do you think of the last sentence?

## WOOLLEN HANDICRAFTS

In spring, the habitant shears his sheep and gives the wool to his wife. She soaks it in a tub of water for two or three days, then dries it on wooden racks. When it is dried, the wool is teased to take out the rest of the dirt. It is then carded into long, round bats, which are made into quilts, or spun into wool for knitting and weaving. In this way wool is prepared for use in Quebec to-day.

—JEAN MURRAY.



2. Write answers to these questions, and compare answers with your partner:

What do you think of the order of Jean's sentences?

Why is the first sentence a good one?

Why is the last sentence a good one?

What three unusual words has Jean used?

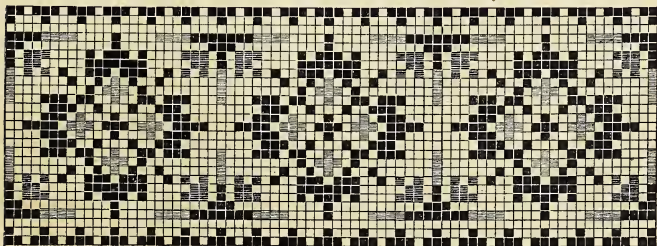
3. Remember that verbs are usually action words; that is, they are words that tell what people do or did.

Make a list of the verbs which Jean used in her talk. Then make a list of the verbs which Dorothy used in her talk. Which girl used the more interesting verbs?

#### XIX. STUDY YOUR TOPIC

Your talk on a handicraft will be more interesting if you find out all you can about it. You may gain information by studying pictures, asking questions, or reading books.

1. Needlecraft is one kind of handicraft. You might cross-stitch this Ukrainian pattern on the end of a towel for your mother:



Study the pattern in the picture, and answer these questions:

How many copies of the pattern are there?

How many squares wide is it?

How many squares high is it?

How could you trace the pattern on your cloth?

What is the least number of colors you would need to make the pattern?

2. Find a picture or piece of work that illustrates the handicraft about which you are going to give a talk.

Write four questions about it. What kind of sentences have you written?

3. Find out the answers to your questions. Write the answers in complete sentences. What kind of sentences have you written?

4. Find out when and where your handicraft was first used, what people now use it most, what tools are used in working at it.

5. Make a small piece of work to illustrate your talk about a handicraft.

6. Decorating books was a handicraft that was much used in the days before printing was discovered. All books were written by hand then, and the men who copied them often painted the first letter of each verse or paragraph in beautiful colors. They decorated the page, too. Books decorated in this way are said to be illuminated.

Copy this verse on a card and illuminate it for someone:

HANDICRAFTS

Courage has a crimson coat  
 Trimmed with trappings bold,  
 Knowledge dons a dress of note,  
 Fame's is cloth of gold.  
 Far they ride, and fair they roam,  
 Much they do and dare.  
 Gray-gowned Patience sits at home,  
 And weaves the stuff they wear.

7. After studying the sentences in which they are used, write the meanings of these verbs:

dons                  roam                  dare                  weaves

XX. PREPARE YOUR TALK

When you have found out all you can about your handicraft, you are ready to prepare your talk. Follow the suggestions given below.

1. List the facts that you have learned about your topic.
2. Cross out any that are not exactly on the topic.
3. Arrange the others in the story order.
4. Think out your talk in complete sentences.
5. Practise speaking your sentences aloud when you are alone.
6. Think over your talk again. Have you used interesting verbs? Have you used a verb with a helper?
7. Practise giving talks, with your partner as an audience; then play audience for him. Suggest improvements that may be made in each other's talks.

## XXI. GIVE YOUR TALK

Just before you give a talk is a good time to practise speaking clearly.

Use these exercises regularly:

1. The five letters *a, e, i, o, u* are called **vowels**. They are very important letters. Every word in the language has one or more vowels in it. Open your mouth and throat, and make the sounds of these vowels softly: *Ah, a, ee, o, oo*. Repeat five times.

2. The vowels are particularly important in the little words that we use every day. Many people pinch the vowels in these common words. They say *wuz* for *was*, and *yu* for *you*, and *fer* instead of *for*; thus they give these little words a sharp, unpleasant sound.

Relax your throat, open your mouth, and pronounce the following words with a full, open vowel in each. Ask your partner to criticize your enunciation.

## THE "A" LIST

was	you	for	catch
because	your	of	come
just	our	get	yes

3. Read the "A" List to the class, giving full vowel sounds.

4. Hum *m-n-ng-l*. Recite "The Bells."

5. Give your talk before the whole school. Stand erect, look at the audience, and make your voice ring. Say every word clearly.

## XXII. CHOOSE A POEM TO RECITE

You will wish to have some of the lovely Christmas poems recited at your concert. There are so many that you will have to be careful about your choice.

1. Think of several reasons why the following poem would be suitable for the Christmas concert. Think of: its topic, how it begins, what happens, how it ends, the words that ring, its rhythm, whom it would interest.

## WHY DO BELLS FOR CHRISTMAS RING?\*

Why do bells for Christmas ring?  
 Why do little children sing?  
 Once a lovely shining star,  
 Seen by shepherds from afar,  
 Gently moved, until its light  
 Made a manger's cradle bright.  
 There a darling baby lay,  
 Pillowed soft upon the hay;  
 And its mother sang and smiled,  
 "This is Christ, the holy Child!"  
 Therefore bells for Christmas ring,  
 Therefore little children sing.



—EUGENE FIELD.

2. Here are eight facts about this poem. Four of them make it a suitable poem to use for a Christmas recitation. Choose and copy those four facts.

It is about Christmas.	It is short.
It rhymes.	It is easy.
It has ringing words.	It is old.
It is about a star.	It has a singing rhythm.

\*By kind permission of Charles Scribner's Sons.

3. The four facts that you wrote about "Why Do Bells for Christmas Ring," are *qualities* of the poem. Under the title: "Qualities a Christmas Recitation Should Have," write the four qualities. Look through your Reader to find a poem which has these qualities.

### XXIII. STUDY A POEM

You can always recite a poem better if you have studied it carefully. The better you understand it yourself, the better your listeners will understand it. The more you like the poem, the more your listeners will like it, too. Here is a poem to study and to like:

#### THE OXEN\*

Christmas Eve, and twelve of the clock.

"Now they are all on their knees,"

An elder said, as we sat in a flock

By the embers in hearthside ease.

We pictured the meek, mild creatures, where

They dwelt in their strawy pen,

Nor did it occur to one of us there

To doubt they were kneeling then.

So fair a fancy few would weave

In these years! Yet I feel,

If someone said on Christmas Eve,

"Come; see the oxen kneel"

In the lonely barton by yonder coomb

Our childhood used to know,"

I should go with him in the gloom,

Hoping it might be so.

—THOMAS HARDY.

\*By kind permission of The Macmillan Company of Canada, Limited.

1. Study the poem by thinking the answers to these questions:

Whom does Mr. Hardy mean by "we" in line three?

Where were the children?

What time was it?

Who spoke to them?

What did he tell them?

What did the children picture?

Did they believe the story?

Did Mr. Hardy believe it when he wrote the poem?

Would he have liked to believe it? Why?

2. Find the sentence in which each of the following words is used. Think what the sentence means. Then think what the word means.

embers, meek, creatures, fancy, barton, coomb

3. Make a list of the six words in Exercise 2, and after each one write its meaning.

#### XXIV. PRACTISE LEARNING A POEM

You can easily learn to recite the poem that you have chosen for your concert, if you do it in the right way. These exercises will help you.

1. Make a list of phrases which need to be spoken carefully, as: "twelve of the clock," "in hearthside ease." Practise speaking these phrases smoothly:

in a flock by the embers

where they dwelt

would weave in these years

see the oxen kneel in the lonely barton

by yonder coomb our childhood used to know



2. Copy these words, and draw a line under the vowel in each:

clock	knees	mild	fancy	coomb
now	flock	nor	come	gloom

3. The poem is a quiet one. Read it through, speaking it softly and smoothly. Try to speak together the words which belong together.

4. Lay the open book on your desk, and read the poem through, reciting as much as you can without looking at the page. Read softly and smoothly, giving the vowels their full sounds. Be sure your throat is not tight when you say the vowels.

5. Read the poem several times with the book open before you, remembering more and more as you read.

6. Recite the poem with the book open, looking at the page only when you need to. Finally, close the book, and recite the poem.

## XXV. PREPARE A POEM FOR VERSE-SPEAKING

This poem is a carol; that is, it is a Christmas poem that is meant to be sung. It is a good one for speaking, too. Read it to find out why.

### AS JOSEPH WAS A-WALKING

As Joseph was a-walking  
 He heard an angel sing;  
 "This night shall be the birth-night  
 Of Christ, the heavenly King.  
 "He neither shall be rocked  
 In silver nor in gold,

But in a wooden cradle  
That rocks in the mould.

“He neither shall be washen  
With white wine nor with red,  
But with the fair spring water  
With which we were christenèd.

“He neither shall be clothed  
In purple nor in pall,  
But in the fair white linen  
That usen babies all.”

As Joseph was a-walking  
Thus did the angel sing,  
And Mary’s Son at midnight  
Was born to be our King.

Then be you glad, good people,  
At this time of the year,  
And light you up your candles,  
For His star it shineth clear.

—A CHRISTMAS CAROL.

1. There are several clear-sounding verbs in the carol. Choose three that you like, and practise making them ring.

As you will notice, the first two lines of the first verse, and verses five and six, should be spoken by one group; the last two lines of the first verse, and verses two, three, and four, should be spoken by a different group of pupils; and the whole class should join together in speaking the last verse.

2. Practise speaking the carol in this way. It sounds well.

**XXVI. GIVE YOUR RECITATIONS**

You cannot all recite poems at the Christmas concert. Three or four poems will have to be chosen.

1. Speak your poem before the class. Remember the oral standard, and try to obey all the rules.

2. Ask the senior pupils to choose three or four of the best recitations. They should be careful to choose those given by pupils who speak slowly and make their voices ring, so that the audience will hear them.

**XXVII. GETTING READY FOR YOUR TEST**

1. From the following list of facts about Champlain, choose the six most interesting ones and arrange them in the story order:

Champlain was not clever at school.  
He was a friend of the King of France.  
He founded Quebec.  
He was born in France.  
He wished to christianize the Indians.  
His wife was very young.  
The king gave him ships.  
He sailed first to Nova Scotia.  
He died in Quebec.

2. You now know two kinds of complete sentence: the statement and the question. Make two headings: "Assertive," "Interrogative." Copy the sentences below, each under the right heading:

The habitant is a farmer.	She cards wool.
Does he hunt also?	She can weave too.
The house is of logs.	Do you like maple sugar?

3. Write five questions about Champlain.

4. Make two headings: "Verbs Which Stand Alone," "Verbs Which Need a Helper." Write each of these verbs under the right heading:

seen      did      go      gave      done      see      gone

5. Write a sentence using each of the verbs in Exercise 4 correctly.

6. Draw a line under each of the nouns and two lines under each of the verbs in these sentences:

The door opened.	He fled into the night.
The dog barked.	A voice shouted.
A man rushed out.	A woman sobbed.

7. Read these sentences to your partner, putting in each space the right verb: *saw, seen; did, done; give, gave; go, gone.*

I have ——— Santa Claus.

George ——— him, too.

——— you have turkey for dinner?

"——— me some of the white meat, please."

Father ——— me the drumstick.

My sister has ——— the dishes.

The guests have ——— home.

Mother said, "——— to bed."

8. Prepare to tell the story of why bells ring for Christmas. You will find the story in the middle part of the poem. Using these verbs, think of the three things which the shepherds did: *saw, followed, found.*

9. Think three complete sentences, telling how the story began, what happened, and how it ended.

10. Tell your story to your partner, trying to obey all the rules of the oral standard.

11. Write the date line for letters written on New Year's Day, April Fool's Day, Victoria Day, Dominion Day, Hallowe'en, Remembrance Day, Christmas Day. Use abbreviations.

12. Make two headings: "Nouns," "Verbs." Write each of these words under the right heading:

Annie	walked	store	ball	stood
hurried	saw	boy	desk	catch
went	fun	go	take	fruit

13. Copy these sentences, and draw a line under the verb or action word, in each:

The bells ring for Christmas.

We sang a carol at the concert.

Father bought a radio for us.

I gave mother a china plate.

My big brother came home for Christmas.

14. Write any twelve words from the Christmas spelling-match lists. Check your words. List your mistakes, and study them with the Safety Six.

15. Write the abbreviations for the names of the following months. All but one are abbreviated to three letters. Do not forget the periods.

August	October	December	February
September	November	January	

16. Say this rhyme as a breathing exercise. Take a deep quiet breath at the beginning of each line and breathe out evenly as you repeat the line.

## AN OLD SAYING

If the evening's red and the morning's gray,  
It's the sign of a bonny, bonny day;  
If the evening's gray and the morning's red,  
The ewe and the lamb will go wet to bed.

17. The words which begin interrogative sentences are called interrogative words. As you will notice, most of them begin with *wh*. Many people pronounce *wh* as if it were *w*, but it is better to pronounce the *h* sound with the *w*. It really is pronounced *hw*. Pronounce each of these words twice, sounding *hw* clearly:

why	when	while	whither	whistle	which
what	where	white	whence	whimper	whale

18. Open your throat and say: *ah, a, ee, o, oo*. Repeat. Practise saying the "A" List, page 60, softly and clearly.

19. Say these lines aloud, making the sounds ring:

· Ringing, bringing, singing, swinging,  
    Ring, bring,  
Singing, swinging, winging, flinging,  
    Sing, swing.

20. Practise reciting this stanza from "The Cataract of Lodore":

Rising and leaping,  
Sinking and creeping,  
Swelling and sweeping,  
Showering and springing,  
    Flying and flinging.

—ROBERT SOUTHEY.

## CHAPTER III. HOW THE INDIANS LIVED

### LEARNING TO FIND USEFUL FACTS

#### I. FIND INTERESTING THOUGHTS IN YOUR MIND

The pupils were congratulating Charles on his interesting talk. They wanted to know how he found such interesting things to say. So Charles explained:

"I sit and think hard about the topic; soon thoughts come slipping into my mind. I write down all the thoughts that come. Then I cross out the thoughts that everybody knows, and I have my own thoughts left. I put only my own thoughts into my speech. I think that's the way I do it."

1. Here are some of the thoughts that Charles wrote down; read them:

tall, dark people

I was not much afraid.

live in teepees

He asked for tea.

fight with tomahawks

Mother gave it to him.

One came to our house.

wear blankets

Mary was afraid.

He smelled like leather.

2. Make two headings: "Things Everyone Knows" and "Things Charles Knew." Write each of the thoughts in Exercise 1 under the right heading.

3. Write "Indians" as a title on the blackboard. Under it write ten thoughts given by different pupils.

4. Cross out all those that everyone knows. Have you one or two which everyone does not know?

5. Take "The Buffalo" as your topic. List all the

**To the Teacher:** Chapters III and IV present activities which the teacher and the pupils may wish to modify in accordance with the suggestion in the foreword, page iv.



thoughts that come into your mind about it. Listen while each pupil reads his list. Cross out of your list all the thoughts mentioned by others. Have you one left? Tell it to the class.

## II. READ TO FIND USEFUL FACTS

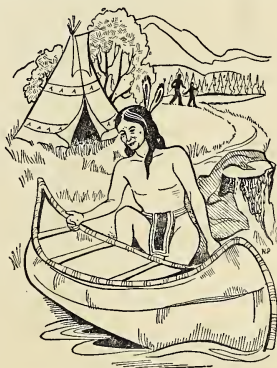
Another way to find interesting and useful things to tell is to read about them. Useful facts are those which belong to the topic you are studying. They are facts which you can use in telling a story about your topic, or in giving a talk on it.

Read this story, and notice in it the facts that are useful to know about Indian life:

### AN OLD ARROW MAKER

Mr. Henderson strode off down the path, with Tom trotting eagerly at his heels. When they reached the edge of the bank, they saw the teepee some distance below them and near the edge of the stream. In front of it, the old Arrow-maker bent over his canoe, which he seemed to be repairing. He wore only moccasins and a loin cloth. As Mr. Henderson and Tom turned down the hill, the quick ear of the old man warned him of their approach. He straightened himself and looked upward.

Turning to a stump near the teepee, he took up a soft tanned elk-skin, which he wrapped about his



person, and thus "dressed for company" he silently awaited its arrival.

—WARREN HILL.

1. If you wish to find a great many useful facts about a topic, divide your group into committees of three or four. Give each committee a name that will indicate the special facts it is to find.

2. What three facts in this story would be useful to the Indian Clothing Committee? List them.

3. What fact in the story would be useful to the Teepee Committee? Write the answer in a sentence.

4. Write two facts from the story that would be useful to a committee studying the Indian character.

### III. LEARN TO WRITE NOTES

Notes are short statements that we write to help us remember the most useful facts we find in anything we read. People write notes to help them remember facts that they wish to use. When you wish to make notes, read the story through once. Close the book, and make notes only of the facts that will be useful to you. Then open the book, and check your notes to make sure that you have put down correctly the facts you wish to remember.

1. Read these notes:

#### NOTES FOR THE CLOTHING COMMITTEE

Indians wear moccasins.

In the old days they wore loin-cloths.

Loin-cloths are something like our "shorts."

They used to wear elk-skins as blankets.

2. Study the notes in Exercise 1, and, in complete sentences, write answers to these questions:

What do we put at the head of our notes?

What kind of facts do we write notes about?

In what kind of sentences do we write our notes?

How are the sentences placed when we write notes?

Why is it wise to make notes short?

3. In your Reader find a story about the Indians. Read it, close the book, and make notes of any facts which would be useful to the committee on Indian hunting. Remember to write your notes in complete sentences and to set the sentences one under another.

#### IV. USE VERBS CORRECTLY

Careless people often make mistakes in the use of verbs. If you tell a story or give a talk about Indians, you will wish to avoid making such mistakes.

1. The verbs in the following sentences tell what I *do*. Copy the sentences and draw a line under the verb in each.

I see an aeroplane.

I lie on the couch.

I do my work carefully.

I eat my breakfast.

I give you this book.

I drink milk.

2. Verbs are like clocks; they tell the time. They do not tell the hour, or the minute; but, when you look at a verb, you can tell whether the person is doing the action *now*, or whether he did it *some time ago*. What times do the verbs in these sentences tell?

I see an aeroplane.

I do my work.

I saw an aeroplane.

I did my work.

When the verb tells that the person is doing the action now, we say that it tells **present time**.

When the verb tells that the person did the action some time ago, we say that it tells **past time**.

3. Make two headings: "Present Time" and "Past Time." Write each of the verbs from these sentences under the right heading:

I gave you a book.

I drink water.

I saw you yesterday.

I lay on the couch.

I eat my dinner quickly.

I give you this candy.

4. What time does each of the verbs in Exercise 1 tell?

5. Rewrite the sentences in Exercise 3, making each verb tell a different time. In one of the sentences you will have to change another word as well as the verb. Which sentence is it? Why must you change the other word?

6. Play a verb game with your partner. Give him a sentence in which the verb tells present time. Then he must give you one in which the same verb tells past time.

Play the game with these verbs:

do

lie

eat

drink

see

give

come

run

sink

swim

ride

bite

## V. PRACTISE BREATHING SMOOTHLY

Your vocal chords are like the strings of a violin. The air pouring out of your lungs flows over the chords and makes them vibrate. In this way your voice is made. When you breathe in and out smoothly and evenly, the air passes over the chords in a smooth, steady stream, and the result is a pleasant voice.

1. Fill your lungs with air. Let it go slowly and evenly, counting slowly and evenly: *in*, one, two; *out*, one, two. Repeat five times.

2. Practise saying the following verse smoothly; take a breath before you begin each line, then speak the line smoothly as you breathe out. It is a dainty verse; practise till you can speak it softly and smoothly.

## COBWEBS

Dainty fairy lace-work, O so finely spun,

Lying on the grasses and shining in the sun;

Think the fairies washed you and spread you out to dry,

And left you there a-glistening and a-shining in the sky.



3. Recite the poem "An Old Saying", page 69, to your partner. Repeat the "A" List, page 60, opening your throat well for the vowels.

4. Choose from your Reader three sentences, each of which has about fifteen words in it. Read your sentences to the class, taking a good breath and then breathing out evenly as you speak.

## VI. CHOOSE A TOPIC UPON WHICH TO GIVE A TALK

“How the Indians Lived” is a **subject** upon which we may speak or write. It is very large. There are thousands of thoughts and thousands of facts about this subject. No one person could know, or tell, or write them all.

Before beginning to prepare a talk on such a subject, you must choose a **topic**. A topic is small; it is only a part of the subject. One person can know about a topic and can tell or write about it in a few minutes.

1. Make two headings: “Subjects” and “Topics.” When you write headings as titles, remember to write them with capitals. Write each of these groups of words under the right heading:

How to Make a Bow	Indian Religion
Hunting	The Indians of Canada
Indian Warfare	An Indian Cradle
The Eagle Trap	How the Prairie Indians Lived

2. Trace a map of Canada, and print on it the names of the great Indian tribes, printing each name in the place where the tribe lived. Where will you look for the facts that you need in order to do this exercise?

3. Choose one of your group, or three or four as a committee, to study each tribe.

4. Choose something about the tribe you are studying as the topic of a talk, such as: “How the Algonquins Built Their Houses”; “How the Malecites Dressed”; “How the Sioux Cooked Their Food.”

5. Write three questions about your topic, questions to which you will try to find the answers.



## VII. STUDY A BOOK LIST

When you are searching for facts, you may need to consult book lists. A book list gives the names of the books, the names of their authors, and the pages upon which the topic is mentioned.

1. Study this book list by thinking the answers to the questions printed below:

## BOOK LIST

## GAMES THE INDIANS PLAY

Bell, W. A., *Redman and Buffalo*, p. 87.

Deming, T. Q., *The Indians in Winter Camp*, pp. 88-93.

Hosic, J. F., *The Pathway to Reading*, pp. 27, 58, 119.

Kohl, J. G., *Kitchi-Gami*, p. 352.

Wissler, C., *Indians of the Plains*, pp. 86, 95.

What two names are given in a book list?

Which is given first?

Which of the author's names is given first?

What is the first letter of a person's name called?

How are initials written?

What mark is placed after an initial?

What is the name of a book called?

The names of the books are printed in italics; that is, in slanting type. Why are the names of the books printed in a different kind of type from that used for the names of the authors?

How are the important words in titles written?

For what does the small letter *p* stand? When is *pp* used?

Why is the noun *page* written with a small letter?

What is the difference in meaning between *pp. 88-93* and *pp. 88, 93*?



2. When you have thought out the answers to all these questions, compare your answers with those of the other boys and girls in the class.

An **initial** is the first letter of a person's name. It is written with a capital letter, and it has a period after it.

3. Write your own name, using your initials instead of your Christian names.

4. Write the names of the members of your family, using their initials.

5. How are initials used in a book list? What other abbreviations are used in a book list?

6. Look at the book list in Exercise 1. In what order have the names of the authors been arranged?

#### VIII. MAKE A BOOK LIST ON YOUR TOPIC

Sometimes you may look through a great many books in search of useful facts. Only a few of the books may contain facts about your topic. It will save time later on to make out a list of these books.

1. Read the "Table of Contents" in each of the books in your library, and set aside those that tell about Indians.

2. Look through these books to find the pages that tell about your topic.

3. Write your book list neatly, placing the names of the authors first, and the name of the book after each author.

## IX. PREPARE TO WRITE A LETTER

If you have not many books in your library, or if your books do not tell about your topics, you should write to a library and ask for the loan of a book about Indians. As the best of these letters will be posted, you must write them carefully.

1. Draw a rectangle, and put each of the five parts of the letter in its right place. Do this several times.

2. For writing the date-line of your letter, you need to know the names of the months; they are proper nouns and are always written with capitals.

## NAMES OF THE MONTHS

January	April	July	October
February	May	August	November
March	June	September	December

3. Copy the names of the months in full.

4. Copy them, using the correct abbreviations for the long ones.

5. As this letter is to be written to a stranger, your greeting will be: "Dear Sir," and your closing will be "Yours truly." Practise writing these phrases as plainly and as neatly as you can. Cover a whole page with them.

## X. WRITE THE LETTER

As this letter is to be posted, you must practise addressing the envelope.

1. Draw a rectangle, and copy the address on the next page. Be careful to place the lines correctly.

The Librarian,  
The Extension Library,  
Edmonton,  
Alberta.

2. Draw a rectangle, and write the address for the envelope of your own letter. Do this five times. Take your best copy to class.

3. Decide which of you has made the neatest copy. Ask that pupil to address the envelope.

4. In class, think out the message for the letter asking for the loan of a book. Write the message in complete sentences.

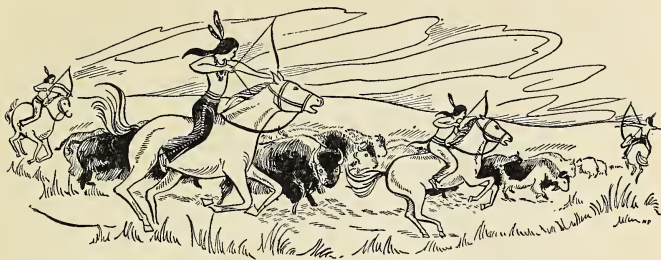
5. Write the complete letter as neatly as you can. Ask your teacher to choose the best letter to be posted.

#### XI. PRACTISE READING TO FIND USEFUL FACTS

You must remember that it is by reading that you will get most of the facts that you wish to use for a story or a talk. There are several interesting facts in this story:

#### HOW THE CREE INDIANS HUNTED THE BUFFALO

The buffalo hunt usually took the form of a "surround," in which a large body of Indians on swift horses, and under



skilled leaders, rode round and round a herd of buffalo, bunching them up and shooting the animals down one by one. All the tribes seem to have used this method in the summer.

In winter, the favorite method was to drive the herd into an enclosure or pound. The Cree Indians were very clever at making these pounds. They made a large circle, around which they built a fence of branches with an opening in one side. They then built two long fences, leading from the opening out upon the prairie and forming a lane. The lane was very wide at the prairie end and quite narrow at the pound. When the pound was ready, the Indian horsemen rode round the herd and worked it into the lane and up the lane into the pound. There the buffalo were shot by bowmen hidden behind the fence.

1. To which of your Indian Life committees would this story be most useful?
2. Draw a picture to show the winter method of hunting the buffalo.
3. From the first part of the story, copy a group of four words which describe the summer method.
4. From the second part, copy one complete sentence which describes the winter method.

5. Write a title for your notes on this story. Then write notes of the five most useful facts in the story. Be sure your sentences are complete before you show your notes to your teacher.

## XII. MAKE AN INDIAN MAP

One thing which you will need very often, as you study "How the Indians Lived," is a map showing many of the districts, rivers, mountains, and so on. You should make one for your own use.

1. Trace a map of Canada on a large piece of paper. Trace upon it the most important mountains, rivers, and lakes. You will need these. Mark on your map the five great regions of Canada.

2. Paste your map on a piece of cardboard or stiff paper, so that it will not tear as you use it.

3. The names of places, as well as those of persons, are proper nouns. Copy these correctly:

superior	fraser	maritime
saskatchewan	sioux	algonquin

4. It is usual to print the names on a map. Practise printing the names of the mountains, lakes, rivers, regions, and tribes. Print each name several times on small slips of paper. Then choose the best copy to paste on your map.

## XIII. MAKE AN INDIAN WORD CHART

Your Indian talk or story will sound much more "Indianny" if you use as many Indian words as you can.

1. Make a list of all the Indian nouns you can think of, as: *papoose*, *wigwam*.

2. Next, make a list of action words, or verbs, which you could use in telling how the Indians lived.

3. Cut a piece of stiff brown paper, five inches long by seven inches wide. Rule the sheet with lines half an inch apart. Print the title at the top, and print the Indian words on the lines. Print proper nouns with capitals and common nouns with small letters.

Fold your chart into a booklet which you can carry in your pocket.

**A hyphen** is a short line used to separate the syllables of words in this way: *hy-phen*; *In-di-an*; *cap-i-tal*; *ab-bre-vi-ate*.

4. Copy each of the two-syllable and three-syllable words from your chart, using hyphens to separate the syllables.

5. Ask your partner to dictate to you the words on your chart. Using the Safety Six, study those that you misspell.

#### XIV. LEARN TO RECITE AN INDIAN VERSE

If you prepare a programme of Indian talks, you will need some bits of Indian verse to brighten it up. The best loved Indian poem is the long one called "Hiawatha". On page 91 you will find a small part of the story. On page 84, also, there are a few lines.

1. Read the lines from "Hiawatha" on the next page, and answer the questions below them.

## THE LITTLE HIAWATHA



At the door on summer evenings  
 Sat the little Hiawatha;  
 Heard the whispering of the pine trees,  
 Heard the lapping of the water,  
 Sounds of music, sounds of wonder.  
 "Minne wawa!" said the pine-trees,  
 "Mudway aushke!" said the water.

—HENRY W. LONGFELLOW.

How should the first two lines be recited?

Who heard the pine-trees and the water?

Should line three be read as one group of words, or two?

In line five, which word should be dwelt upon: "sounds" or "music"?

Where does water make a sound like "mudway aushke"?

2. In this verse the sound of *p* is important. Practise saying it lightly. Practise saying: *whispering*, *pine trees*, *lapping*.

3. Practise saying the phrases below, so that they sound like the quiet noises of evening. Breathe in and out evenly as you say them; relax your throat, and speak the vowels softly and clearly.

summer evenings

minne wawa

sounds of music

mudway aushke

the whispering of the pine-trees

4. You can make the Hiawatha verse sound very beautiful if you use it for group speaking. Divide your class into light (higher) voices, and dark (deeper) voices, letting each group recite the lines which suit the voices.



## XV. CRITICIZE LETTERS

You should always examine a letter very carefully before you send it. Practise by examining these two; they were written by children of your age:

Edmonton, Alberta.

January 14, 1937.

Dear Sir,

I would like a book about Indians that has good information and with sense and how they built their wigwams. The class and I would like it.

Yours truly,

Gwen Greer.

Edmonton, Alberta.

January 14, 1937.

Dear Sir,

We would like an Indian book because we are working at Indians. It would be a pleasure if you had one it would help us very much.

Yours truly,

Beryl Barker.

1. Discuss each letter with your partner, deciding what errors should have been corrected before it was sent.

2. Copy the two letters, correcting the errors.

3. Some of the following verbs tell present time, and some tell past time. Arrange them in pairs, the one telling present time on the left, and the one telling past time on the right.

drank	lie	see	did	give	ate	ran	come
eat	came	run	drink	lay	saw	do	lay

#### XVI. REVIEW THE ORAL STANDARD

Before beginning to prepare your Indian talk you should review the oral standard on page 18. Then read this talk:

##### THE FIRE HORN

The fire horn was a buffalo horn in which was placed some damp, rotten wood. Before the Indians left camp in the morning, they set a live coal from the fire in the horn. Then they plugged the end with a piece of wood. As the Indians neared the camping place at night, the fire-bearers rode ahead and opened their horns. They laid what little fire was left on some dried grass and blew on it gently until it burst into flames. Then, after a good fire had been started, the squaws carried the burning sticks to their lodges to start the teepee fires.

—G. M. DUNLOP.

1. Is this talk about a subject or a topic?

2. Why is it so interesting?

3. Read the first point and the last five points of the oral standard. As you read each point, study the





*This picture and that opposite page 118 are used by kind permission of Mr. Arthur Heming and Doubleday, Doran & Co.*

sentences in the talk to find out whether the speaker obeyed the rules. Do you think he probably obeyed the second and third rules too? Why?

4. Study the picture on the opposite page. Can you find a story in it? Think sentences that tell how the story began, what happened, and how it ended.

5. Tell the story to your partner, as the Indian might have told it in his camp that evening.

6. Ask your teacher to read you stories from *The Drama of the Forests*.

#### XVII. PREPARE YOUR TALK

By this time you will have read a good deal about Indians and will have made many notes upon your topic. Prepare to give your talk.

1. Read over your notes, and choose those which are all about the topic, leaving out those which are only partly about the topic.

2. Arrange in the story order the facts you have chosen, and write them down in a list.

3. Think your facts in complete sentences.

4. Think over your first sentence. Will it make the audience wish to listen to your talk? Think over your last sentence. Does it finish your talk?

5. Think over the verbs you have used in your talk. Have you used some good, ringing verbs that will make your voice carry?

6. Go to some place where you are alone and practise giving your talk. Practise several times. Perhaps your partner will listen to your talk and make suggestions.

## XVIII. WRITE YOUR TALK

You will wish to put your talk in your note-book, so prepare to write it. In writing it, you must be careful not to misspell any of the words. Here are some common words that are often misspelled:

## COMMON WORDS

loose	often	country	seems
lose	whole	February	Tuesday
Wednesday	won't	know	wear
week	cough	could	answer

1. Ask your partner to dictate the words to you.
2. When you have written the words, check them with the book, and make a list of those that you have misspelled.
3. Write the words that you misspelled; use hyphens to separate the syllables. Study the words with the Safety Six.
4. Look at the talk, "The Fire Horn." Notice where the title is written and how the talk begins. Write your talk in the same way.
5. Read the points of the oral standard, and study the sentences of your talk to make sure that you have obeyed the rules.
6. Exchange papers with your partner. Check each other's work.
7. Correct all mistakes, and show your work to your teacher.
8. Copy your talk neatly into your note-book.

## XIX. PRACTISE USING THE INDIAN VOICE

The Indians were fine speakers. As their council meetings were held out-of-doors, the speakers had to use deep, ringing voices in order to be heard.

1. Practise the Daily Four. Repeat the "A" List.

2. Say the sound of *r*, making it ring. Say *l-r*. Repeat.

3. Read the following poem, and listen to the gentlemen clump up the steps:

## THE HUNTSMEN\*

Three jolly gentlemen,  
In coats of red,  
Rode their horses  
Up to bed.

Three jolly gentlemen  
Snored till morn,  
Their horses champing  
The golden corn.

Three jolly gentlemen,  
At break of day,  
Came clitter-clatter down the street,  
And galloped away.

—WALTER DE LA MARE.

4. Study the poem by thinking the answers to these questions:

What were these gentlemen using for horses?

What sound do the sticks make going upstairs?

What letter makes that sound?

\*By kind permission of the author.



What two letters make the sound of snoring?

What letter makes the sound of the sticks coming down?

Why does the sound of "champing" make it a good word to use?

Find another word that sounds like what it means.

What is the "street"?

5. Practise saying the good *r* and *l* words in this poem.

6. There are three good verbs in the poem. Each one has a round, open vowel in it. Find these verbs, and practise saying them with an open throat.

7. When did the Huntsmen ride—in present time, or in past time? You can tell by looking at the verbs.

8. Recite the poem, making all the sounds ring clearly.

## XX. GIVE YOUR TALK

On Friday afternoon, arrange a council fire on the platform. You may wear a blanket or a coat over your shoulders, and a feather in your hair.



1. Choose a chief, and decorate him with an extra feather or two.

2. Ask the chief to make a speech and then to call on the braves and squaws one by one to speak.

3. When your turn comes, be sure to stand very erect and still; speak slowly and with a ringing Indian voice.

## XXI. PREPARE TO DRAMATIZE A STORY

Another interesting item for an Indian programme is an Indian play. You may make up a play of your own; but it is much easier to make over a story into a play. This is called **dramatizing** a story. Here is a good one to dramatize:

## HIAWATHA'S CHILDHOOD

By the shore of Gitchee Gumee,  
By the shining Big-Sea-Water,  
Stood the wigwam of Nokomis,  
Daughter of the Moon, Nokomis.  
Dark behind it rose the forest,  
Rose the black and gloomy pine-trees,  
Rose the firs with cones upon them.  
Bright before it beat the water,  
Beat the clear and sunny water,  
Beat the shining Big-Sea-Water.

At the door on summer evenings  
Sat the little Hiawatha.  
Saw the moon rise from the water,  
Whispered, "What is that, Nokomis?"  
And the good Nokomis answered:  
"Once a warrior, very angry,  
Seized his grandmother, and threw her  
Up into the sky at midnight;  
Right against the moon he threw her;  
'Tis her body that you see there."

Then Iagoo, the great boaster,  
He the marvellous story-teller,

He the friend of old Nokomis,  
Made a bow for Hiawatha,  
From a branch of ash he made it,  
Tipped with flint and winged with feathers,  
And the cord he made of deerskin.

Then he said to Hiawatha;  
"Go, my son, into the forest,  
Where the red deer herd together,  
Kill for us a famous roebuck,  
Kill for us a deer with antlers.

Forth into the forest straightway  
All alone walked Hiawatha,  
Proudly, with his bow and arrows;  
And the birds sang round him, o'er him,  
"Do not shoot us, Hiawatha!"  
Sang the robin, the Opeechee.  
Sang the bluebird, the Owaissa,  
"Do not shoot us, Hiawatha!"

Up the oak-tree, close beside him,  
Sprang the squirrel, Adjidaumo,  
Laughed, and said between his laughing,  
"Do not shoot me, Hiawatha!"

And the robin from his pathway  
Leaped aside, and at a distance  
Sat erect upon his haunches,  
Half in fear and half in frolic,  
Saying to the little hunter,  
"Do not shoot me Hiawatha!"



Hidden in the alder bushes,  
There he waited till the deer came,  
Till he saw two antlers lifted  
As the deer came down the pathway.

Then upon one knee uprising,  
Hiawatha aimed an arrow;  
Scarce a twig moved with his motion,  
But the wary roebuck started.  
Ah! the fatal, singing arrow,  
Like a wasp it buzzed and stung him!  
Dead he lay there in the forest.

But the heart of Hiawatha  
Throbbled and shouted and exulted  
As he bore the red deer homeward,  
And Iagoo and Nokomis  
Hailed his coming with applauses.

From the red deer's hide Nokomis  
Made a cloak for Hiawatha,  
From the red deer's flesh Nokomis  
Made a banquet in his honor.  
All the village came and feasted,

All the guests praised Hiawatha,  
Called him Strong-Heart, Soan-ge-taha!  
Called him Loon-Heart, Mahn-go-taysee!

—HENRY W. LONGFELLOW.

1. Find the part of the story that tells how it began, and the part that tells how it ended.

2. Find the first and last lines of the part of the story that tells what happened.

3. Copy the first line of each of the three parts as a heading. Under each heading, list the things told in that part. These lists will help you to decide what action is necessary in your play.

## XXII. ARRANGE THE STORY IN SCENES

You can have a very interesting meeting, deciding how to stage your play: what scenes to have, what characters, what costumes, what scenery.

1. Choose a title for each scene, and write it on the blackboard. Under each title, write the names of the characters who act in that scene.

2. Choose a pupil to take the part of each character. Write the chosen pupil's name opposite the name of the character. Remember to write common nouns with small letters and proper nouns with capitals.

3. Plan the scenery for each scene.

## XXIII. PREPARE YOUR SPEECHES

Remember, the success of your play really depends on how well you speak your lines. Practise your speeches until you are sure every listener will hear every word.

1. In your speeches, mark the words that have *m*, *n*, *ng*, *r*, or *l* in them. Practise making these words ring.

2. Choose six verbs that have open vowels in them. Practise saying them.

3. Practise saying the *p*, *d*, and *t* words clearly.

4. Notice the places where your speeches run along for two or three lines together. Breathe out evenly as you say these parts.

#### XXIV. REHEARSE YOUR PLAY

When you all know your lines and can speak them well, you should rehearse or practise together.

1. Choose a director. The director of a play should not act in it. He should listen to the speeches and tell the actors when they do not use ringing voices or speak with good expression. He should watch the acting to see that the actors do not turn their backs to the audience, or stand in front of one another.

2. Rehearse the play with the director as many times as you can. As you rehearse, be careful about your movements, as well as about your speech. Move only when you must move to show the meaning of the lines you speak. Do not shuffle your feet, or swing your arms, or bob your head.

#### XXV. PRESENT THE PLAY

The most fun comes when you present your play.

1. Arrange your scenery in the front of the room. If the objects that you have for scenery do not look like the real things, print signs to hang on them, so

that the audience may know what they are supposed to be.

2. Ask the director to make a little speech, telling the audience the title of the play and the names of the characters.

3. Act the play for the school. While other members of the group are acting, those who are off the stage should be very quiet, so that the lines of the actors will be clearly heard.

#### XXVI. GETTING READY FOR YOUR TEST

1. Make two headings: "Subjects" and "Topics." Write each of these groups of words under the right heading:

The Blackfoot Teepee

The Buffalo

Uses of the Buffalo's Skin

How the Indians Used a Mirror

Indian Languages

Indian Religions

What the Indians Believed about God

How the Indian Women Cooked

Food of the Canadian Indians

Indian Customs

2. Choose any one of the topics you have listed. Write under it as many thoughts about it as you can. Mark with a cross any of your thoughts which you think the other pupils do not know.

3. Write an interesting question about each of these words:

warrior tomahawk scraper signal canoe blanket



4. Ask your partner to try to answer your questions.
5. Write the sentences that you can make by arranging correctly the following groups of words. Remember to use capitals and the right end mark.

hunted Indians the buffalo the  
clown they a played game  
did blankets the wear squaws  
canoe have seen a you  
wore loin-cloth arrow-maker a the  
read you of sweat lodge have the  
Indians silently very move  
you ride have seen them

6. Copy these verbs that tell of present time. Opposite each one write the verb that tells past time.

see	run	come	eat
do	give	lie	drink

7. Make interrogative sentences, using each of the verbs in Exercise 6. Your partner will answer with assertive sentences, using the same verbs in past time.

8. With your partner, in turn, read these sentences aloud, using a verb that tells past time in each space:

Little Bear — the rabbit.

He — his dog, Red Cloud, to him.

Red Cloud — to his master.

They — after the rabbit.

Red Cloud — it.

They — it home to Little Bear's mother.

She — it into soup for their supper.

9. The following story tells about something that happened in past time, but the writer uses *come* and

*give* verbs, which tell present time. Many people make this mistake. When you talk or write about something that happened yesterday, or a long time ago, always use verbs that tell past time. Copy this story, using the verbs that tell past time instead of *come* and *give*:

### JIM'S GOLD MINE

Last night, Jim come into the kitchen with a bright stone in his hand. He give it to Annie. "It is gold, Annie," he said. "Where did you get it?" asked Annie. "I come home by the creek, and I found it on the bank," said Jim. "There must be a gold mine there." When Father come in, Jim give him the stone. "It is only quartz, Jim," said Father.

10. Read the story below, and make the notes that would be useful to the committee studying Indian customs. Write your notes in complete sentences.

### HOW THE INDIANS SENT MESSAGES

"Have you seen Elkfoot?" asked the doctor, stepping out upon the porch. "I want him to ride in to Mr. Stewart with this message."

"Elkfoot riding," said Buffalo Calf, pointing to a ridge some two miles away across the prairie. "See!" The rider was so far away that he and his horse together seemed no larger than a coyote.

"I believe it is Elkfoot," said the doctor, shading his eyes. "Now whom can I get to take my message?"

"Elkfoot come," said Long Arrow who was standing near. He took out his mirror and, holding it in his hand, moved it three times in quick succession. As we watched, Elkfoot,



two miles away, stopped. For a moment the figure of horse and man stood still, clearly outlined against the sky. Then Elkfoot turned and began to gallop toward us.

11. Write a letter to a stranger, Mr. James Hardy, Galt, Ontario, asking him to lend you a book called *Indian Nights* by I. E. MacKay. Pretend that Mr. Hardy has offered to lend the book to the school. Address the envelope for the letter.

12. Make a book list of these titles: *A Little Indian Maid* by Helen Ross; *The Scarlet Arrow* by S. Howard; *Hiawatha* by H. W. Longfellow; *The Buffalo Runners* by Charles Finch. Since you cannot use italics for the names of the books, underline them.

13. Copy this list of words, writing the proper nouns with capitals and the common nouns with small letters:

berries	ottawa	moccasin	february
cree	birch	valley	buffalo
canoe	river	blackfeet	elkfoot

14. Copy again the list of words in Exercise 13, dividing each word into its syllables and separating the syllables with hyphens.

15. Write the names of six people, using their initials.

16. Write the names of the twelve months, and after each name write its abbreviation.

17. Copy these sentences, and draw one line under the nouns and two lines under the verb in each:

The bells ring loudly.

George shouted with joy.

He hid in a tree.

The pony ran away.

Chop the ice away.

Mother put it in a box.

18. Practise these new speech exercises: hum *r*, making it ring; hum *r-l*; open your mouth and throat well, and say the sounds of the vowels: *ah*, *ā*, *ō*, *ēē*, *oo*. Repeat softly five times.

19. Breathe out evenly as you say the names of the vowels: *a*, *e*, *i*, *o*, *u*.

20. Breathe out evenly as you recite "Cobwebs," page 75.

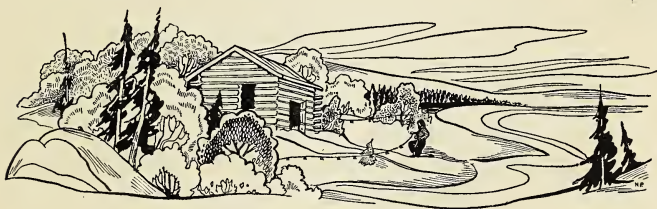
21. Practise reciting "The Huntsmen," page 89. Open your throat well for the vowels; make the sticks thump upstairs and "clitter-clatter" down.

## CHAPTER IV. THE LONG TRAIL

### LEARNING TO SPEAK AND WRITE IN PARAGRAPHS

#### I. FIND OUT WHAT A PARAGRAPH IS

You have been reading in paragraphs since you were in Grade One. You are now to learn to speak and write in paragraphs. Read the interesting story in the paragraph below:



#### THE CAMP ON LAKE SUPERIOR

Radisson and his brother camped at the western end of Lake Superior. They built a little hut with a door facing the lake. At first they took turns in watching, but Radisson soon invented a sentry for the camp. He tied little bells to a long string, which he stretched all round the hut. After that, they slept in peace, knowing that if an enemy came near, they would hear the little bells ring.

2. Study the group of sentences and think out the answers to these questions:

What is the topic of this group of sentences?

What does the first sentence tell about the camp?

What does the second sentence tell about the camp?

What does the third sentence tell about the camp?

What does the fourth sentence tell about the camp?

What does the fifth sentence tell about the camp?

Every one of these sentences tells a little about the same thing. What do the sentences tell about?

A group of sentences, every one of which is about the same topic, is called a **paragraph**.

In speaking a paragraph, you drop your voice as you do at the end of a sentence, and make a long pause. In writing a paragraph, you set the first word an inch back from the margin. This is called an **indention**. When you are reading, your eye notices the indention and tells your mind that a new paragraph about a new topic is beginning.

3. Open any book you may have in your desk, and count the paragraphs on any two pages. What makes it easy to count them?

4. Choose any paragraph from the book. Read it to find out if all the sentences are about the topic. If they are, it is a true paragraph.

## II. LEARN HOW THE FACTS ARE ARRANGED IN A PARAGRAPH

Not only must all the sentences in a paragraph be about the topic of the paragraph, but they must be properly arranged. Read this story to find out if it is a true paragraph:

## HOW THE GRIFFON WAS BUILT

La Salle and his men carried the lumber for the ship to a place above the great falls of Niagara. They first built a camp in which to live. Then they spent the winter building the ship. The Indians tried several times to burn the ship, but the men drove them off. The little vessel was finished in May. La Salle made a christening party for her. He called her the *Griffon*.

1. Is this a true paragraph? List the seven things La Salle and his men did in building the *Griffon*.

2. Study the list to find out if the facts are arranged in the story order. What is the story order?

3. List the things that happen in "The Camp on Lake Superior," page 101. In what order are the facts given in that paragraph? What name do you give to that order? When the things that happen in a paragraph are told in the story order, we shall call the paragraph a **story paragraph**.

4. Choose any paragraph from your Reader. Study it to find out if it is a story paragraph.

## III. CRITICIZE A PARAGRAPH

A group of sentences, each one of which is true and interesting, may not be a good paragraph. The paragraph below is not a good one. We shall study it to see what is wrong with it.

## THE MAN WITH THE IRON HAND

After the *Griffon* was wrecked, La Salle went back to Quebec for help. He left Tonti and the voyageurs in charge of Fort Broken Heart. The voyageurs drove Tonti



out. Then they all ran away. They tore down the fort. They took everything of value out of the place. Tonti hid in the camp of a friendly Indian. From the camp he sent a runner to tell La Salle what the voyageurs had done. The governor was glad to see La Salle.

1. Think answers for these questions:

Is "The Man with the Iron Hand" the right title for this paragraph?

What is the topic of the paragraph?

Does each sentence tell something about the topic?

Which sentence does not belong to this topic?

Which sentences in the paragraph are not arranged in the story order?

Why should the sentences be arranged in the story order?

Criticize the way in which the paragraph begins.

2. Write the paragraph, giving it its proper title and arranging the sentences in the story order.

3. Here are a number of sentences about Tonti; arrange them in the story order.

Tonti was a friend of La Salle's.

He once struck an Indian with his iron hand.

He said Tonti had a devil in his glove.

The Indian fell as if a thunderbolt had hit him.

He had lost his hand in battle and had, in place of it, an iron hand, on which he always wore a glove.

He had been a soldier in France.

4. Choose a suitable title, and write the sentences in a story paragraph.

5. Ask your teacher to read you *By Star and Compass* by W. S. Wallace.

## IV. PRACTISE SPEAKING CLEARLY AND CORRECTLY

Most of us speak far more than we write. Those who listen to us will understand us better if we form the habit of speaking clearly. Sounding the vowels properly is an important part of clear speaking.

1. Practise the Daily Four.

2. To open your throat say *maw, baw, paw, saw*. Repeat. With an open throat chant *ah, a, ee, ô, oo*. Make the sound of each vowel in your throat, but pronounce it with your lips. Repeat five times.

3. Whisper the sounds of the vowels, *a, e, i, o, u*; notice at what place in your mouth each sound is made.

Notice that *e* and *i* are light (high) vowels. They are made high up in the mouth. *A, o, and u* are dark (low) vowels; they are made low down in the throat.

4. Practise the "A" List, page 60, making the vowels round and full.

5. Practise reciting this verse, giving full value to all the beautiful vowels:

## THE URCHINS' DANCE

By the moon we sport and play,  
 With the night begins our day;  
 As we frisk the dew doth fall;  
 Trip it, little urchins all!  
 Lightly as the wingèd bee,  
 Two by two, and three by three,  
     And about go we,  
     And about go we!

—JOHN LYLY.

6. Many verbs that tell present time can be made to tell past time by a small change in their sounds. The verbs in the top line tell present time; the verbs in the bottom line tell past time; read them.

give	drink	lie	see	eat	come	run	do
gave	drank	lay	saw	ate	came	ran	did

7. What kind of sound was changed to turn present time to past time?

8. Change each of the following present verbs into verbs that tell past time. In two of them you must change more than the vowel sounds.

drive	ride	write	break	buy	bring
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#### V. CHOOSE A TOPIC TO STUDY

You would enjoy a story-telling festival in connection with your study of the explorers. The first thing to do is to decide what stories to use.

1. Read through the table of contents in each of the history books in your school library, and lay aside those which contain tales of the explorers.

2. Make a book list of the books that you find containing information about the explorers. Write the proper names correctly.

3. Choose an explorer as a topic, and think out one or two complete sentences in which to suggest it to the class.

4. Appoint a critic to listen as you give your sentences. The critic will write down the name of any speaker who does not obey the rules of the oral standard. At the end of the class, he will read his report,

naming the members who broke rules and telling which rules were broken.

5. On the blackboard make a list of the topics suggested by the different speakers. Remember that the names of explorers are proper nouns.

6. Arrange the explorers' names in the order in which they made their explorations.

7. On the wall map, point to that part of Canada which each explorer explored, showing how each one travelled a little farther west than the one before.

8. Appoint pupils to study each topic and to tell a story about it in the festival.

## VI. PREPARE MAPS OF CANADA

In telling the story of an explorer, you need a map on which to show your listeners just where the explorer travelled. It will help to make your story clear.

1. Trace a large map of Canada on a big piece of paper. Trace on it the mountains, rivers, and lakes.

2. Practise printing the names on slips of paper. Print each one five or six times, and then choose your best slip to paste in place upon the map. What kind of nouns are place names?

3. There were no provinces in the days of the explorers; they have been marked out since. But it will be interesting to you to find out in which of the provinces your explorer made his explorations.

4. Copy from the map a list of the names of the provinces of Canada. These names are proper nouns.

5. Print the names of the provinces on slips of paper; paste each slip in the right place on your map.

6. As the names of the provinces are long, they are often abbreviated when we write them, though on maps they are usually written in full. Make a list of the names of the provinces, and after each name copy the right abbreviation from this list.

N.S.

P.E.I.

Ont.

Sask.

N.B.

Que.

Man.

Alta.

B.C.

## VII. PRACTISE MAKING NOTES FROM A PICTURE



History pictures are useful to you in learning about your explorer. They are useful, too, to illustrate your story as you tell it.

1. Study the picture, and think in complete sentences the answers to the following questions. Some of you may have to go to a story-book of history to find the answers to the first three questions.

Of what part of Canada is this a picture?

Which Canadians first saw the Rocky Mountains?

What Canadian first found his way through them?

What would prevent these explorers from travelling by land?

What are the canoes made of?

How would the explorers get them?

What kind of current has this stream? Why?

What would the current do to the explorers?

What other dangers would they meet in the stream?

What dangers might they meet when they stopped for the night?

What good thing would the stream do for them?

2. Collect all the pictures you can find which have to do with your topic; study them, and make notes of any useful facts you can gather from them. Be sure to give each set of notes a title, and to write the notes in complete sentences.

3. So that you may not misspell any of the words in your notes, study these common words:

COMMON WORDS			
two	hour	raise	busy
too	trouble	ache	built
ready	among	read	color
forty	piece	said	making

4. Pronounce each of the common words carefully to find out whether it has a light vowel sound or a dark vowel sound.

5. Make two headings: "Light Vowels" and "Dark Vowels." Write each of the common words under the right heading.

6. Ask your partner to dictate the words to you. Make a list of those you misspell, and study them with the Safety Six.

7. If you know someone who lives in the province in which your explorer worked, write a letter asking him to send you a picture postcard of some part of the province.

#### VIII. PREPARE TO TELL A STORY ABOUT YOUR TOPIC

Any audience likes to hear a story well told. To tell a story well, you must prepare it carefully and practise it thoroughly.

1. Trace the journeys of your explorer on the large map. As you tell your story, you should point out the places on the map to help the audience to understand the journeys.

2. Read over the notes you have made from stories and pictures. Cross out any which do not belong to your topic.

3. Choose the facts that tell how the story began. Make a list of these, arranging them in the story order.

4. Make a list of the facts that tell what happened, arranging them in the story order.

5. Write the fact that tells how the story ended.

6. Think your story in complete sentences.

7. Read again the oral standard on page 18.

8. Go to some place where you can be alone, and tell your story aloud, trying to obey the rules of the standard

9. Listen to your partner tell his story, and tell him whether he disobeys any of the rules.



## IX. LEARN TO USE THE ALPHABETICAL ORDER

As you read about your topic, you will meet a good many new words. So that you may be able to find out the meanings of these words, you must learn to use the dictionary.

The words in the dictionary are arranged in the same order as the letters of the alphabet; that is: those beginning with the letter *a* are given first, then those beginning with the letter *b*, then those beginning with *c*, and so on to those beginning with *x* and *y* and *z*. Written in this way, words are said to be in **alphabetical order**.

1. Write the letters of the alphabet in order.

2. Arrange the following list of words in alphabetical order by finding a word to write opposite each letter of the alphabet:

long	fort	young	zinc	jump
quick	sash	Iroquois	kink	canoe
under	duck	market	narrow	beaver
Xavier	explorer	trade	river	horse
open	guide	voyageur	water	arrow
		pemmican		

3. When you have several words which begin with the same letter, arrange them in the order of the second letters, as: *call*, *circle*, *court*, *crop*. If the second letters are alike, arrange them in the order of the third letters, as: *bacon*, *bad*, *bag*, *ball*, *bark*, *base*, *bat*.

Arrange in alphabetical order ten words beginning with *d*. Find them in your Reader.

4. Arrange in alphabetical order ten words beginning with *sa*. Think of them without looking in a book.

## X. MAKE AN EXPLORERS' DICTIONARY

Ted's father is a doctor. One day Ted's class came upon a word that was not in the school dictionary. As the word was about disease, Ted said he would look for it in his father's Medical Dictionary.

"Medical Dictionary?" Tom asked.

"Certainly," Ted replied. "There are dictionaries for engineers, too. Why, we have a little dictionary made just for us, in the back of our Readers."

Dictionaries became so interesting, after that, that the class decided to make a Health Dictionary.

As part of your work on the explorers, you would enjoy making an Explorers' Dictionary.

1. Make a list of twenty words which have to do with the explorers, as: *canoe, paddle, voyageur, portage.*

2. Arrange your words in alphabetical order.

3. Look up each of your words in the dictionary. Compare your spelling with the dictionary spelling.

4. Read the meaning given for each word. Sometimes the dictionary gives three or four different meanings for the same word. Read them all, and choose the meaning that has to do with the explorers.

5. Cut twenty slips of paper, two inches by four inches. On each slip write one of your words and, after it, an assertive sentence which tells its meaning.

6. Arrange your slips in alphabetical order, and clip or sew them together. Make and decorate a cover for your book.

7. Ask your partner to dictate to you the words in your Explorers' Dictionary. With the Safety Six, study any that you misspell.

## XI. PRACTISE SPEAKING CLEARLY AND CORRECTLY

Billy's enunciation was not good. For example, when he was asked if his father would let him go skating one evening, Billy's reply sounded like this: "Ah dunno fhee will ernot." What do you think Billy meant to say? To keep from speaking the way Billy did, we must practise good speech constantly.

1. Practise the Daily Four. Add these exercises, in which you touch the tip of your tongue to your teeth lightly and quickly; remember to use just the tip of the tongue:

Say *lee-lee-lee*. Repeat many times rapidly.

Say *d-d-d*. Repeat rapidly. Be sure to sound each *d*.

Say *t-t-t*. Repeat rapidly, but do not miss any.

2. Say this rhyme, pronouncing the *t*'s lightly:

Pit-a-pat! What is that?

Eight fat raindrops on my hat.

3. Copy these nouns, writing the proper nouns with capitals:

louis	sentry	churchill river
blockhouse	radisson	herne
beaver	hendy	buffalo
mackenzie	divide	trading post

4. Read these sentences to your partner, using *give* to tell present time and *gave* to tell past time:

The Mandan Indian — Vérendrye news.

"— me food," begged the man.

"I — you these instructions for to-day."

Vérendrye — his sons a guide.

"—— me that map," said Pierre.

They —— the Indians gifts.

The Indians —— them food.

"Please, —— us a pony."

## XII. PREPARE TO RECITE VERSES

You may wish, as part of your festival, to recite a poem or two about your explorer. Here are two verses which give a beautiful picture of something the explorers must often have seen. Read the verses, and try to see the picture.

### THE UNNAMED LAKE\*



It sleeps among a thousand hills  
Where no man ever trod,  
And only nature's music fills  
The silences of God.

Great mountains tower about its shore,  
Green rushes fringe its brim,  
And o'er its breast for evermore  
The wanton breezes skim.

—GEORGE FREDERICK SCOTT.

1. Study the verses by thinking the answers to these questions:

What words make the poem seem quiet?

What words make the lake seem hard to find?

What words make it seem solemn?

What five words name the parts of the picture?

In what kind of voice should it be recited?

At what speed should it be recited?

\*By kind permission of the author.

2. Say these phrases softly, opening your throat for the vowels:

sleeps among	silences of God
thousand hills	tower above its shore
nature's music	for evermore

3. Read the verses softly to yourself, trying to give the effect of quiet and peace. Read and recite in turn until you know them.

4. Paint a picture of the scene described in the poem.

### XIII. PRACTISE RECITING THE VERSES

Poetry must be heard to be enjoyed fully. The better the lines are spoken, the more they are enjoyed by the listeners, and by the speaker, too.

1. Each of you, in turn, recite for the class the verses quoted in Lesson XII. The class should decide which pupil makes them seem most peaceful.

2. Copy the verses neatly, and paste them beneath the picture that you have painted. This would make a pretty gift for your mother.

3. Try to find other poems, or parts of poems, that are suitable for your festival.

### XIV. PRACTISE MAKING NOTES

When you have read an interesting story, you should write down the important facts or points in the story. To make such notes will help to fix the facts in your mind. Then, too, when you glance over what you have written, you will be likely to recall the whole story.

1. Read the story of Henry Kelsey. This boy was the first white person to visit the prairie.

### THE BOY EXPLORER

Henry Kelsey, who was to be the pioneer explorer inland from Hudson Bay, was a poor boy who had grown up on the streets of London. He was still only a lad when he went out to Fort Nelson, in 1684. At the fort, only the chief trader was allowed to trade with the Indians; the other men were not permitted even to speak to them. Boy-like, Kelsey was very curious about these strange people. He used often to slip out and visit them in their camp, where he soon won their friendship. One day Governor Geyer gave the boy a sound thrashing for going out without leave. That night Henry climbed the walls and ran away to live with the Indians.

—MORDEN H. LONG.

2. Think the answers to these questions about "The Boy Explorer":

What is such a group of sentences called?

Why is it called by that name?

Is "The Boy Explorer" a true paragraph? Why?

In what order are the facts arranged?

What is this order called?

Why is it important that the facts in a story should be arranged in this way?

3. Read the story of "The Boy Explorer" again. Close the book, and write notes of six facts that would be useful to anyone telling the story of Kelsey.

4. Read the story of Henry Kelsey in "The Long Trail," *Canadian History Reader*, Book IV.

#### XV. USE LIE AND LAY CORRECTLY

Two verbs you may need to use in your story of an explorer are *lie* and *lay*. They are often used wrongly. Some people use *laid* instead of *lay* to tell past time. Remember, *lay* is the verb that tells the past time of *lie*.

1. Read these sentences to your partner, using *lie* to tell present time and *lay* to tell past time:

The canoe — in the stream last night.

"You are tired. — down for an hour.

He — hidden all last winter.

The Indian — where he had fallen.

Do you always — on these spruce boughs?

"— on my bed, if you wish."

She — sleeping under the stars.

The dog — before the fire.

2. Write out the sentences in Exercise 1, and ask your partner to check them. In case you and your partner are in doubt, ask your teacher for help.

#### XVI. PRACTISE WRITING SENTENCES

A paragraph can be good only if it is composed of good sentences. It is like a chain that breaks if one link is weak. Can you think of anything else that, like a paragraph, is spoiled if one part is not good?



1. Use each of these verbs in a sentence about some object in the pictures below:



hunted                  crashed                  roared  
shot                      yelled                  whispered

2. Write a three-sentence story about the pictures. Tell how it began, what happened, and how it ended. Remember the title.



3. Write five questions about the picture on the opposite page. Which of your questions is the most difficult to answer?

4. In complete sentences, answer these questions about the picture:



In what part of Canada does the scene lie?

How can you tell?

What do the men wear on their feet?

What kind of clothing do they wear?

What explorers may have tramped through such a scene as this?

Compare your answers with those of other members of the class.

5. Make each of these pairs of sentences into one sentence:

{The men come from York Factory.  
{They are on their way to Winnipeg.

{The sleds hold mail.  
{The men must make haste.



*This picture and the one opposite page 87 were painted by Mr. Arthur Heming and appear in his book, "The Drama of the Forests."*



- {One man breaks the trail.  
{The other man follows in it.
- {The day will be long.  
{The road through the snow is difficult.
- {To-night the men will sleep in the snow.  
{Tomorrow they will tramp on again.

#### XVII. PRACTISE USING WORDS CORRECTLY

A poor sentence may spoil a good paragraph; and a wrong word or a bad spelling may spoil a good sentence. Do these exercises, and they will help you with your own work:

1. Make two headings: "Common Nouns" and "Proper Nouns." Write each of the words in this list under the right heading. Write the proper nouns correctly.

fort	la salle	verendrye
explorer	canada	canoe
champlain	western	rocky mountain
mississippi	lake superior	voyageur
runner	iroquois	snow-shoe
griffon	indian	kelsey

2. Arrange your list of common nouns in alphabetical order.

3. Make a list of six good verbs to use in your paragraph.

Choose big, brave, gay verbs like the big, brave, gay explorers.

4. Make six interesting sentences using each of the six verbs you have chosen.

5. Write the letters from *a* to *h*, and opposite each letter write the time—past or present—told by each of the verbs in the following sentences:

- (a) Peter Pond came to Alberta.
- (b) Come with me.
- (c) Come in, Henry.
- (d) David came from England.
- (e) Come to dinner.
- (f) Pierre came in with an Indian.
- (g) Here comes Anthony.
- (h) He came up in a canoe last night.

The names of male animals are said to be **masculine nouns**, and the names of female animals are said to be **feminine nouns**.

The names of people, too, belong to one or other of these two classes; as you know, people belong to the animal kingdom.

6. Make two headings: "Masculine Nouns," and "Feminine Nouns." Write each of these words under its proper heading:

father   boy   woman   drake   hen   fox   ewe  
mother   girl   grandfather   cow   rooster   vixen   ram

#### XVIII. WRITE A LETTER OF THANKS

You may wish to borrow a book to get information about your explorer. If you do, you will probably write a letter of thanks. Your letter should be both polite and correct.

1. Study the following letter. Has Grace really written her letter in one paragraph, two paragraphs, or three paragraphs?

Newcastle, N.B.,  
December 12, 1937.

Dear Mrs. Fraser,

We thank you for your book, "Knights Errant of the wilderness." We all enjoyed reading it. It gave us a lot of information. We are having a play of Verendrye. We practised it on Thursday, and it took over an hour. The teacher said, "It can't take that long. We must speed it up." We all wish you could come to our play.

Grace Armstrong.

2. Copy the letter, paragraphing the message as you think it should be paragraphed. Correct also mistakes in form.

3. Draw a rectangle for the envelope, and address it to *Mistress John James Fraser, Ayr, Ontario*. Use at least two abbreviations. Can *John James* be abbreviated? How would you know whether to use the full names, or only the initials? If you send a letter to a big city or a large town, you should write the street address before the name of the city or town. Should you use a street address in the case of *Ayr, Ontario*? How can you find out?



4. Write a letter to Mr. Alex. Grove, of Souris, Manitoba, thanking him for the loan of a book. Mr. Grove is a stranger to you.

#### XIX. WRITE A PARAGRAPH ABOUT AN EXPLORER

When you have read all you can find about your explorer and have studied pictures about him, you should be able to write a good paragraph about him. Try it with the help of these exercises:

1. Sit still and think about your explorer. Think of some ways in which he is different from the other explorers; of some way in which he is braver than the others. Think what you admire about him. Try to think five or six interesting thoughts about him. Make notes of your thoughts about him.

2. Think of the most exciting thing your explorer did. Does such an incident tell you anything about his character? If it does, add a note about that.

3. Read over your notes. Cross out any note that does not tell what you think about your explorer. Arrange your thoughts in the story order.

4. Think each thought in a complete sentence.

5. Write your title and then your paragraph.

#### XX. LEARN TO REVISE YOUR PARAGRAPHS

You have now studied the rules of the written standard. You need to know them so that you may revise your written paragraphs.

1. Read carefully the rules of "The Written Standard" on the next page.



## THE WRITTEN STANDARD

- (a) Place the title at the top.
- (b) Leave a margin at the left.
- (c) Make an indention of one inch.
- (d) Write neatly.
- (e) Spell all words correctly.
- (f) Make each sentence complete.
- (g) Begin each sentence with a capital, and end it with the right mark.
- (h) Make every sentence about the topic.
- (i) Arrange your sentences in the story order.
- (j) Write an interesting beginning sentence.
- (k) Make your last sentence really finish the paragraph.

2. Read the paragraph you wrote about the explorer.  
Write the letters from *a* to *k*.

Read the first rule of the written standard.

Look at your paragraph. Did you obey the first rule? If so, write *yes* opposite the letter *a*. If you did not obey the rule, write *no* opposite *a*.

In this way, use each rule of the standard to help you later to criticize and revise your paragraph.

## XXI. STUDY A REVISED PARAGRAPH

When you have written a paragraph, you should always revise it; that is, you should go over it, correcting errors and improving it as much as you can.

1. After writing the paragraph on the next page, Edith revised it. Study the revisions by thinking the answers to the questions printed below.

S  
THE ROSE'S SECRET

Little

The Blue Man looked up and saw a gorgeous rose and

B

behind the mother rose was a baby rose and up its stem

crawled

walked a big green caterpillar. The Little Blue Man

off

shook the caterpillar off just as it was going to take a huge

bite out of the baby rose. As a reward the mother rose

the

told the Little Blue Man a secret. It was the secret of

how to cure wounds.

—EDITH EVANS.

How many mistakes in spelling did Edith make?

Why did she make two sentences out of her first one?

Why did she use "crawled" instead of "walked"?

Why did she make one sentence out of the last two?

How does she show that something has been left out?

How does she show that something is incorrect?

Where does she write her corrections?

2. Copy the following paragraph, leaving wide spaces between the lines for the corrections. Revise the paragraph. As you make the revisions, try to use better verbs.



### THE END OF THE TRAIL

For several days mackenzie and his men walked along the river bank. At last the smell of salt water came to them. Then they had a sight of the blue sea. Mackenzie loaned an indian dugout and they got into an inlet of the Pacific. It is now called North Bentick Arm.

### XXII. REVISE YOUR OWN PARAGRAPH

You are now ready to revise your own paragraph on the explorer about whom you have written.

1. Copy your paragraph, leaving wide spaces between lines. Read the written standard, page 123; then revise your paragraph.

3. Look again at the verbs. Could you use more interesting ones? If so, write them in the spaces.

4. Look at the sentences. Could you join two together?

5. Make a neat copy of your revised paragraph before you hand it to your teacher.

### XXIII. PRACTISE SPEAKING CLEARLY

Do people to whom you are speaking ever have to ask you to repeat what you have said? Usually it is not necessary to speak loudly in order to be heard well; it is necessary only to speak clearly—with a

ringing voice, correct vowels, and careful sounding of the *d*'s, *t*'s, *th*'s, *wh*'s, and so on.

1. Read these sentences to your partner, speaking each of the vowels with an open throat:

I saw a camel.	I gave a present.	I took a pear.
I did my work.	I wrote a letter.	I blew a bubble.
I ran a race.	I broke my pencil.	I flew a kite.

2. Speak three sentences, using each of these verbs to tell past time: *rode*, *drove*, *wrote*. Speak with an open throat.

3. Speak three sentences using each of these verbs to tell the proper time: *write*, *draw*, *froze*.

4. Read aloud, very softly, the words in the "A" List, speaking each word with an open throat and mouth:

was	because	just	you	your	our
for	of	get	catch	from	yes

5. Think a short sentence, using each of the words in the "A" List. Speak the sentences to your partner, opening your throat and mouth well.

6. Read the following verse to your partner, opening your throat and mouth well when you say the vowels. Pronounce the *th*'s carefully.

Summer is a-coming in,  
 Loud sing Cuckoo!  
 Groweth seed, bloweth mead,  
 Springeth wood anew.  
 Sing Cuckoo!

## XXIV. PRACTISE WRITING PARAGRAPHS

Remember that the sentences in your paragraph must all be about the topic and must be properly arranged. Read this paragraph to criticize it:



## THE DISCOVERY OF THE MISSISSIPPI

Joliet was born in Quebec. He was clever at school. He heard from the Indians of a great river in the West, and he made up his mind to be the one to discover it. He went back to Quebec and told the governor his plans. The governor was glad to have him go to seek for the river. Joliet went up to Green Bay, where he persuaded Marquette to go with him. Marquette was not an explorer; he was a priest. They paddled westward up the Fox River and down the Wisconsin till, at last, they floated out upon the broad bosom of the great Mississippi.

1. Only three of the sentences in this paragraph are really about the topic. Write a true paragraph by copying these three sentences in the right order.

2. Write a paragraph about Joliet. You may use the first two sentences from the paragraph above. Make each of your sentences tell something about Joliet. Remember the indention at the beginning.

## XXV. HOLD YOUR FESTIVAL

A festival is a feast. Yours is to be a feast of stories and poems about the explorers.

1. Choose a secretary. He should make out the programme, arranging the various numbers in a good order. You may discuss the order in class.

2. Elect a chairman. He calls upon the speakers in turn, according to the programme, and makes any explanations that may be necessary.

3. Hold your festival on a Friday afternoon. You may invite another class to be your guests.

4. Each of you in turn tell a story, read a paragraph, or recite a poem. Remember to stand erect, to speak clearly, and to make your voice ring.

## XXVI. GETTING READY FOR YOUR TEST

1. Find a picture of an explorer. Study his face. What kind of man does he seem to be? Make notes of the facts you have learned from the picture.

2. Read these groups of words, and list the letters which stand before complete sentences:

- (a) the horsemen tied their lassoes to the boat
- (b) as soon as they could
- (c) three hundred Blackfeet
- (d) the boat began to move up stream
- (e) they were wild young bucks
- (f) a short tow-line
- (g) the water was shallow
- (h) by means of hauling, rowing, and poling
- (i) while landing
- (j) the boat leaked a good deal

3. Rewrite these assertive sentences, making them interrogative:

You can see.

Tom has a house.

He can go.

The book is heavy.

They will wait.

You do eat meat.

4. Read these sentences to your partner, using *give* to tell present time and *gave* to tell past time:

Eagle Feather — me the arrow yesterday.

"I will — you a bow, too," he said.

The squaw — him his robe.

"— my buffalo robe," said the chief.

She — him a bowl of soup.

The chief ate it and — thanks to God.

"Let us — some to the boys."

"I will — them all they want," said she.

"Will you — the papoose meat?"

"No, I — him some soup when he woke."

5. Copy these sentences using *write* to tell present time and *wrote* to tell past time:

Tom — to his cousin yesterday.

He — the letter with his new pen.

"I like to — with it," he said.

"I — to her last week, Mother," said Tom.

"Please, Mother, — the address."

6. Write a dialogue for yourself and your partner in which one asks and the other answers six questions. Each question should begin with the word *did*, and each answer should contain the words *have done*.

7. Is the following group of sentences a paragraph?



## WHAT THE EXPLORERS ATE

Early in the winter Chief Factor William Sinclair, of Edmonton, wrote me that provisions were likely to be scarce that winter. I knew that the Blackfeet were in touch with the buffalo. He told me to get as good a supply as I could. I had been up at Rocky Mountain House. Provisions, as has been explained, meant dried buffalo meat, grease, and pemmican. We traded with them, but got little meat.

8. Choose a new title for the sentences in Exercise 7.
9. Cross out the sentences which do not belong to the topic. Arrange the others in the story order.
10. Copy the following story, putting in all the capitals and punctuation marks that are necessary:

## NOKOMIS AND HIAWATHA

Old nokomis loved hiawatha very much she told him stories and sang to him in summer she showed him the stars and told him their names in winter she told him stories about the bear and the owl hiawatha liked to listen to nokomis telling stories.

11. Write the headings for letters written in three different places in your province.
12. Make a book list of five books in your library.
13. Arrange these words in alphabetical order, and then look up their meanings in the dictionary:

scurvy	obscure	puma	cataract
welkin	dryad	strait	filch

14. Write the words in Exercise 12 in syllables.
15. Rewrite these sentences, using a more interesting verb in each one:

The boy called across the river.  
The man came over in his canoe.  
The boy ran to the shore.  
The Indians pushed through the bushes.  
“Help me,” said the boy.  
The man smiled; “They are friends,” said he.

15. Write twelve Indian words: six common nouns in one list, and six proper nouns in another list.

16. In turn, with your partner, give and obey these commands:

Sit erect! Back flat! Chest up! Chin in!  
Say *m-n-ng-l-r*, making them ring.  
Recite the rhyme, “Ding dong!”  
Recite the verse, “Cobwebs.”  
Recite the “A” List, with open throat.

17. Read these sentences to your partner, speaking the underlined words with open throat and mouth:

David Thompson was an explorer.  
He explored because he was curious.  
He gave the canoe to the Indian.  
You will enjoy the story.  
It was your story.  
It was written for you.  
Get me the book, please.  
Yes, I have heard of it.

18. Starting together, see which partner can first recite correctly:

Can you say, “These Six Thimbles”?  
Swiftly, “These Six Thimbles”?

## CHAPTER V. SAFETY FIRST

### LEARNING TO VARY YOUR SENTENCE

#### I. USE THE IMPERATIVE SENTENCE

It is wise to use different kinds of sentences when you are speaking or writing. If all the sentences in your talks, or in your written paragraphs, have the same form, they will sound monotonous. Your audience will soon stop listening, or reading. You already know how to use two kinds of sentences, the statement

or assertive sentence, and the question or interrogative sentence. There is a third kind which is very useful.

1. Read this story, and notice the new kind of sentence used in it:

#### A CLEVER WOMAN

Some workmen had just finished building a very high chimney. Thinking that all his men had descended, the foreman released the tackle and drew it down. Hearing a cry, he looked up and saw that John Martin had been left at the top of the chimney.

Quickly a crowd gathered. "Bring



a ladder!" shouted some. "Get a rope!" cried others. But there was no ladder long enough and no way of getting a rope up to the top of the shaft. Martin's wife had been called and now came hurrying up.

"Take off your sock, John," she called. "Unravel it. Begin at the toe. Fasten a bit of brick to the end of the yarn. Lower it. Be careful."

Breathlessly the people watched while Martin did as his wife commanded him. Slowly the yarn, weighted with its bit of brick, came down to them. Eagerly it was seized, and a stout cord fastened to it. John drew up the cord, and, after it, a heavy rope. In a few minutes he was safe on the ground.

When we wish someone to do something at once, we do not stop to make statements, nor to ask questions. We speak directly and in short sentences.

These short sentences are orders, or commands. They are complete sentences and are called **imperative sentences**.

2. The word *imperative* means *commanding*. An imperative sentence begins with a capital letter and ends with a period. In class, read aloud the imperative sentences in the story, "A Clever Woman."

3. Make up imperative sentences. List six dangers against which children should be warned. Speak six imperative sentences about the six dangers.

4. Find ten imperative words. In turn with the other pupils, speak the ten words. Open your throat well, and speak in a commanding tone.

## II. PRACTISE USING THREE KINDS OF SENTENCES

You will find imperative sentences very useful in stories illustrating the safety rules. You should practise using them in your class exercises.

1. In the six sentences below, there are some that are imperative. Copy the imperative sentences.

I see the house.	Look to your left.
Is it far away?	There is a truck coming.
Run to it.	Come off the road.

2. Copy these sentences, arranging each group in this order: assertive, interrogative, imperative:

(a) Are your hands clean?	(b) Drink your milk.
Go and wash them.	I like milk.
I am ready for dinner.	Do you drink milk?

3. Write an assertive, an interrogative, and an imperative sentence about each of these topics: "Eating Strange Fruit"; "Swimming After Eating."

4. Copy this paragraph, improving it by changing the form of one or more of the sentences:

## HOW TO MAKE TEA

Have the teapot hot. Have the water boiling. Use one teaspoonful of tea to each cup. Brew for two minutes.

5. The *imperative* family is quite large and very well known. Look up the meaning of each of these words in the dictionary:

empire	emperor	empress	imperative
imperious	imperial	imperialist	imperialism

6. Write sentences using the eight words.

## III. LEARN A NEW SPEECH EXERCISE

The English language has a great many hissing sounds in it; if we stress these sounds, it makes our speech sound harsh and unpleasant. The *s* and *z* sounds should be spoken firmly, but lightly; they should not be drawn out as, *s-s-s-s-s*. They should be spoken lightly; just *s*. The shorter they are, the better, provided each is clearly enunciated.

1. When we make the sound of *s*, we should make a little groove in the tongue and hold the tip of it just behind the teeth. The teeth are slightly apart. Make the sound firmly and briefly: *s-s-s-s-s*. Repeat.

2. With the tongue in the same position, make the sound of: *z-z-z-z-z*. Repeat.

3. Practise saying this list of words, enunciating the hissing sounds clearly and briefly:

say	see	sigh	so	sun
mass	mess	miss	moss	muss
zane	haze	his	hose	huzzy

4. Practise saying this rhyme, enunciating the hissing sounds clearly:

## THE SHOP BELL

The bell-spring swings,  
And the small bell rings! . . .  
Here's someone who is willing  
To spend a silver shilling.

—RODNEY BENNETT.

5. Practise the Daily Four. Recite some of the rhymes you use for speaking practice.

## IV. PREPARE TO DRAMATIZE A STORY

A good way to learn the safety rules, and to teach them to others, is to make a story for each rule and then to dramatize it. Here is a story that might be dramatized:

## WHICH SIDE?

It was the day before the school picnic, and Joan and Peter were talking of it as they turned on to the highway. Peter was the head of the committee on races; he and Joan planned the races as they went along. The ditch by the roadside was deep, so the children walked along the right side of the road, talking busily. The cars came up behind them, and you could hear the wheels grind in the gravel as the drivers turned out to avoid the boy and girl. They had just rounded a bend in the road when a car came up behind, going very fast. It swerved sharply, ran past them a few yards, and stopped.

"Would you like a ride?" called a young man, putting his head out of the door.

"Yes, indeed, thank you," cried both children at once, running to get into the back seat. As the car started, Joan nudged Peter; the young man was in uniform.

"I am the Mounted Policeman," he said in a friendly voice; "we are not allowed to give people rides in government cars, but I wanted to show you what happens when people walk on the right side of the road. See that dog trotting along? Now watch!"

The car ran swiftly and silently up behind the dog, which was smelling at a bush by the roadside. The driver put on his brake and swung his car into the middle of the road.

"If I were not watching, or if my brake were poor, I



should hit him," he said. "The right side of the road is the driver's side. Walkers should always walk on the left side of a country road. Then they can see the cars coming toward them and step off the road in time."

"We never thought of that," said Joan, as they got out at their own gate.

"Thank you, sir," said Peter. "We will walk on the left after this."

1. Write three assertive sentences, telling how the story began, what happened, and how it ended.

2. Practise dramatizing the story, "Which Side?" Invent some speeches about the races for Joan and Peter to make while the first two or three cars come up behind them.

Think of something the Mounted Policeman would wear to show that he is in uniform.

#### V. DRAMATIZE THE STORY "WHICH SIDE?"

Your dramatization will be more interesting if it makes the audience think. You can make them think, if you ask them a question and tell them that they will find the answer in your play.

1. Practise your dramatization in some place where the other pupils cannot hear it.

2. Announce to the other pupils that you are going to give a dramatization with a moral, and that afterwards you will ask them what the moral is. Give your dramatization before the whole school.

3. Ask the primary pupils to tell you what the moral is. If they tell you correctly, your play has been a success.

## VI. CHOOSE A TOPIC FOR A CAMPAIGN TALK

A campaign is a plan to get people to do something. For example, one may plan a campaign to get some new books for the school library, or a campaign to get all the pupils to use correct English, or a "Safety First" campaign to teach the girls and boys to take care of themselves and others. Imagine that you are taking part in a "Safety First" campaign, and prepare a campaign talk on that topic.

1. Choose four or five subjects which might be studied in connection with a "Safety First" campaign. Remember that subjects are large, as: *fire*, *food*. Write your subjects as headings on the blackboard. How will they be written? Why?

2. Choose several topics which might be used for talks. Remember that topics are small. Write each topic under the subject heading to which it belongs. How will the topic be written? Why?

3. Choose a topic for your campaign talk. Choose a topic no one else has chosen.

4. Think a reason for giving a talk upon your topic. Think the reason in a complete sentence.

5. Give your complete sentences in turn. Remember to obey the rules of the oral standard.

## VII. STUDY YOUR TOPIC

Making a campaign talk is not as easy as telling a story about an explorer. You will have to think more for yourself in planning your campaign talk. Think both of what to say and of how to say it.

1. Study the picture by thinking the answers to these questions:

What are the children doing?

What lies between them?

Why do they play there?

How can you tell that it is a travelled road?

What danger threatens the children?

What may keep them from seeing it?

Why may the driver be unable to stop?

What might happen?



2. Think the imperative sentence that you would call to the children.

3. Write three imperative sentences about playing or walking on the road.

4. Think about the topic you have chosen, and make notes of your thoughts. Try to think one thought of which the others will not think.

5. A good way to study a topic is to ask yourself questions about it, and then to try to find out the answers to your questions. Write six questions about your topic. Find out the answers to your questions, and make notes of them for your campaign talk.

6. Find a story about your topic. Read it, and make notes of any facts that you can use.

## VIII. LEARN ANOTHER WAY OF VARYING YOUR SENTENCE

You now know how to change the form of your sentence by using verbs that tell present time and verbs that tell past time.

The verbs that you have been studying tell past time by changing their vowels. Verbs have another way of telling past time.

1. Study the verbs in these sentences by thinking the answers to the questions printed below them:

Father drives up in his car.

Father has driven his car into the garage.

He eats his breakfast.

He has eaten his breakfast and gone to work.

I give it to you, Mother.

I have given it to my mother.

What is the verb in each of the sentences about father and mother?

What time does each verb tell?

How do the verbs in the second sentence of each pair tell past time? Do they change their vowels?

What letters do they add?

What words do they use as helpers?

Verbs sometimes tell past time by using a helper. When they do this, they often add *n* or *en*.

2. Make each of these verbs tell past time in two ways:

drive

drove

has driven

ride

write

freeze

take

3. Make each of these verbs tell past time by using three different helpers:

has seen

have seen

had seen

done

given

eaten

drunken

4. Make each of these verbs tell past time in four different ways:

lie

lay

has lain

have lain

had lain

see

do

take

fly

5. All the verbs in the following sentences tell past time in the same way. Write the sentences, and make the verbs tell past time in another way.

(a) I saw a bear.

(d) I took it inside.

(b) I did my work.

(e) I rode a horse.

(c) I gave you my apple.

(f) I drove the car.

## IX. PREPARE YOUR TALK

When you have found or thought enough material for your "Safety First" campaign talk, you should prepare your talk carefully. A campaign talk is useless unless it gets results.

1. Read your notes of the facts about your topic that you have collected from books and pictures. Cross out all those that are not exactly on the topic. Arrange your facts in the best order. Think out your talk in complete sentences. Make your first sentence interesting, and make your last sentence really finish the talk.

2. Think over your verbs. Are they interesting?

3. Practise giving your talk before your partner. Ask him to watch you to see that you obey the rules of the oral standard.

## X. LAUNCH YOUR CAMPAIGN

When men and women launch a campaign, they usually have a dinner, with music and banners and speakers to make people interested. Perhaps you will have to omit the dinner, but in other ways you may imitate the adults in your "Safety First" campaign.

1. Choose a boy or girl to act as chairman. He or she will announce each number on the programme.

2. Arrange to have songs before the talks, and perhaps at intervals throughout the programme.

3. Give your campaign talk. Remember that you are trying to impress upon your listeners the importance of the safety rule that you have chosen as your topic. Stand erect and speak earnestly.

## XI. STUDY AN ORIGINAL STORY

You have learned how to teach "Safety First" by dramatization and by campaign talks. But you may teach it also by original stories. An *original* story is one that you make up. One or two of the best stories you write may be published in your school paper. Here is one that you may like:

## THE POOR LITTLE HOUSE

Mr. Tibbits was the smallest man at the ironworks, and Mrs. Tibbits was the smallest woman at the laundry, and Miss Tibbits was the smallest child in the Waterside school. Mr. Tibbits worked hard every day in the year, and Mrs. Tibbits worked hard every day in the year, but Miss Tibbits was such a scrap of a thing that she didn't work at all.

Mr. Tibbits saved his money, and Mrs. Tibbits saved her money, and together they built the smallest house in the town. It was small, but very cosy, and the Tibbits almost cried with pride and joy every time they went to see it. At last it was finished. The windows were in, the floors were laid, and all the little cupboard doors had their knobs on. Mrs. Tibbits polished the knobs, and Mr. Tibbits swept all the shavings into a heap in the middle of the floor. Then they went away to bring their furniture.

Little Miss Tibbits stayed behind to play with the shavings. She took a match and lit them to see them burn bright red and yellow. Alas! She was so young, she didn't know any better. When the flames grew hot,





Miss Tibbits ran out of the door, but the poor little house was burned to the ground. When Mr. and Mrs. Tibbits came back with the furniture, they found only a heap of ashes.

—ANN FORBES.

1. Study the story by thinking the answers to these questions:

Is the title interesting? Why?

What is the topic of the story?

Are all the sentences about the topic?

What do the three parts of the story tell?

Are the facts arranged in the story order?

How can you tell whether they are in the story order?

Does the first sentence interest you? Why?

Does the last sentence finish the story?

To what grade in school might you tell this story?

Is each of the three paragraphs a true paragraph?

2. Make a list of the twelve things that happened in the story of "The Poor Little House."

3. Draw lines dividing the list into the three parts which tell: how it began, what happened, and how it ended.

4. Choose from the story twelve words that should be spoken with the throat and mouth well opened.

5. Write these words in a list.

6. Read your list of words softly, speaking them with open throat and mouth.

7. Write four imperative sentences that might have been spoken to little Miss Tibbits.

8. Is all the fault to be laid on Miss Tibbits? Write two imperative sentences that might have been spoken to Mr. and Mrs. Tibbits.

## XII. STUDY WORDS AND SENTENCES

In order to write your story you may need to know how to spell some of these words:

## COMMON WORDS

dear	just	knew	shoes
guess	doctor	laid	to-night
says	whether	tear	wrote
having	believe	hoarse	enough

1. Arrange these words in alphabetical order.
2. Write an imperative sentence using each of the words.
3. Hand your sentences to your partner. Ask him to speak your sentences in an imperative tone. After he has spoken a sentence, spell for him the common word used in it.
4. With the Safety Six, study the words you misspell.
5. Many serious fires are started by picnic fires which the picnickers have not put out properly. Find out how a picnic fire should be put out.
6. Make notes of the things that should be done to every picnic fire before leaving it. Make your notes imperative sentences. Give your notes a title.
7. Write the feminine nouns that have a meaning similar to these masculine nouns:

duke    count    king    lord    marquis    knight

8. Write one sentence of each of the three kinds about the Tibbits family.

## XIII. PRACTISE READING TO COLLECT USEFUL FACTS

It will be easier to make people believe what you say about safety if you can show them facts. One good way of finding facts is to look for them in books that contain them. Such books, to which we may refer for facts, are called books of reference. From one reference book come the following facts:

## THE FOREST WEALTH OF CANADA

Lumbering is the third of Canada's industries; only agriculture and mining are more important. In the year 1934, we sold just under 140 million dollars' worth of wood products. Canada sells more newsprint, a kind of paper made from wood, than all the rest of the world put together. We have in Canada one and a quarter million square miles of timber, but only about three-fifths of that is saleable. In addition to what is cut for sale, forest fires burn up millions of dollars worth of fine timber every year. Most forest fires are started by careless people who do not put out their matches, cigarettes, and picnic fires. Every loyal Canadian should be a Forest Fire Patrol.

—From *The Canada Year Book*.

## 1. Think the answers to these questions:

How many square miles of saleable timber has Canada?

How much is it worth per year?

What is one kind of paper made from it?

What is the greatest source of loss?

What are some of the causes of forest fires?

What is a Forest Fire Patrol?

How are aeroplanes used in fighting forest fires?

2. Give a "relay talk" on forest fires in Canada. Choose one or two of the questions to answer in complete sentences. Stand together as a class, and each of you in turn speak your sentence.

3. Read the following sentences aloud, filling each space with a verb that tells past time. Choose verbs that make you open your throat.

The fire — through the forest.

The flame — up the leaves and brush.

They — up the trees.

They — along the boughs.

The people — to get ploughs and spades.

They — like beavers to clear a space.

#### XIV. REVISE A PARAGRAPH

The authors who wrote the selections for your Readers wrote their poems, their stories, and even their books over and over again, until they were sure that they had done their work as well as they could do it. Do these exercises for practice in revising paragraphs:

1. Copy this paragraph, leaving double spaces between the lines:

##### HOW FIRES ARE PUT OUT

Water can seldom be used to put out a forest fire, for, as a rule, water cannot be obtained, and so instead of using water the men fight fire with fire. They go ahead of the fire, and there they clear a big path with hoes and shovels and rakes. Then they set back-fires along the side of this path. It is the side which lies toward the coming fire. The back-fires burn toward the big fire, and so, when they both meet, they both go out.

2. Revise the paragraph carefully, writing your revisions between the lines.

3. Discuss your revisions with the other members of the class.

4. Make a neat copy of your revised paragraph to hand to your teacher.

#### XV. WRITE AN ORIGINAL STORY

A story that you make up is likely to be interesting to those who read or hear it, because it is new. But it must also be carefully written.

Try writing a new story of your own with the help of these exercises:

1. As a topic for your story, choose something connected with fire prevention.

2. Think the three parts of your story: how it began, what happened, and how it ended.

3. Think each part of your story in complete sentences, using several of the interesting verbs on your list. You may use an imperative sentence in your story.

4. Write your story in three paragraphs. Examine each paragraph to make sure that it is a true one. Leave wide spaces for revisions.

5. Read again the written standard on page 123.

6. Revise your story carefully, correcting all the errors.

7. Copy your story neatly. Remember to write the title correctly and to leave an indention and a good margin. Place your signature at the end of the story, before you hand it to your teacher.

## XVI. STUDY SAFETY IN CAMPING

So many boys and girls go camping that "Safety Rules for Campers" is a good topic for a story or a talk. For this lesson, pretend that you are in camp:

1. Sketch a tent on the blackboard, with trees and a flag-pole. Choose a name for your camp, and print it on the flag.

2. Choose several things that campers should be careful not to do, as: swimming immediately after meals, eating strange berries. Write these dangers under the flag.

3. Write the following headings on the blackboard: traffic, fire prevention, camping, cleanliness. How should these be written?

4. Under each heading write ten words that belong to that heading. These forty words will be your "Safety First" word list.

5. The best speller in the class should dictate the "Safety First" word list to the class. List your errors, and study them with the Safety Six.

## XVII. STUDY THE FORMS OF WORDS

Sometimes we speak or write of one thing, and sometimes of more than one thing.

When a word means one thing, it is said to be **singular**. When it means more than one it is said to be **plural**.

The word *cat* is singular; the word *cats* is plural.





1. Study the picture of the camp and write the names of six things that you see in it. Use three singular nouns and three plural nouns.

2. Make two headings: "Singular Nouns" and "Plural Nouns." Write each noun in the following list under the right heading: "Singular Nouns;" "Plural Nouns." Opposite each singular noun write its plural, and opposite each plural noun write the singular.

bag	boy	rivers	bun	tents	guns
canoe	gun	trees	bags	tree	river
pan	arrows	tent	boys	arrow	pans

3. Study the lists that you have made in Exercise 2 to find how the plural is formed. Write your answer in a complete sentence.

Write the plurals of these singular nouns:

pole	boat	pail	table	chair
girl	flag	rope	camp	trail

4. Some nouns form their plurals by adding *es* to the singular. Write the plurals of these singular nouns:

gas	place	wish	church	ox	buzz
mass	trace	fish	porch	box	adz

5. Read the plurals you have written. Read them softly, saying the hissing sounds lightly and briefly.



6. Study the singular words in Exercise 4. Note that they all end in hissing sounds. Think why a singular word that ends in a hissing sound should not spell its plural with *s* but with *es*. Write six other singular words that form their plurals with *es*.

#### XVIII. LEARN TO RECITE A WOODLAND POEM

Part of the pleasure in camping comes from being friendly with the wild creatures. Do you think the writer of this poem was such a friend?

##### THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel  
Had a quarrel,  
And the former called the latter "Little Prig."  
Bun replied:  
"You are doubtless very big,  
But all sorts of things and weather  
Must be taken in together  
To make up a year,  
And a sphere;  
And I think it no disgrace  
To occupy my place.  
If I am not so large as you,  
You are not so small as I,  
And not half so spry.  
I'll not deny you make  
A very pretty squirrel-track.  
Talents differ; all is well and wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut."

—RALPH WALDO EMERSON.

1. Read the poem aloud softly, making your voice change to show how the speaker feels. Be careful to speak together the lines that run together.

2. Look up from the book, and recite as much of the poem as you can remember. Read and recite in turn until you know the whole poem.

3. Recite the poem for the school. Even if the thought of a line makes it necessary to hurry your voice, you must still make the audience hear every word. Open your throat well for the *a*'s and *o*'s; make your hissing sounds briefly; make the other sounds ring.

#### XIX. WRITE "SAFETY FIRST" RULES FOR CAMPERS

Your ideas about "Safety First" will be much clearer if you write them out in the form of rules.

1. Read again the list of things campers should avoid.

2. Think out six "Safety First" rules for campers; think them in imperative sentences.

3. Put the title at the top, and write your rules. What mark will you put at the end of each of these sentences?

4. Sketch a tent beside your list. Draw a pole with a flag, and print the camp name on it.

5. Write three headings: "Assertive," "Interrogative," and "Imperative." Copy each of these sentences under the right heading:

They are fishing for trout.

Have you ever gone fishing?

You need a row-boat.  
Never rock the boat!  
Why did Tom climb the tree?  
He has broken his leg.  
Call the doctor!  
Is the mushroom eatable?  
Some mushrooms are poison.  
I can't see the path.  
Don't step on that rusty nail.  
The swimmer was taken with a cramp.

6. Write the plural form of each of these words:

house	tree	bush	finger	face	fish
broom	brush	horse	horn	thrush	tress

7. Read softly to yourself the plurals that you wrote in Exercise 6, saying the hissing sounds clearly and briefly.

## XX. WRITE A LETTER FROM CAMP

Mothers often worry about their boys and girls when they are camping. They think of so many things that might happen to them. If you were in camp, you would write letters to your mother. In one letter you might tell her about the "Safety First" rules for campers.

1. Think of a place where you might be camping. Write the heading of your letter three times to make it neat and exact.

2. Write a date in August, using the abbreviation for that month.

3. What closing will you use? Choose an affectionate one, because your mother will like that. Practise writing it, signing your name below it.



4. Make up something interesting to tell your mother. Do not tell her of an accident, for that would frighten her. Tell her of something funny that happened in camp, which led you to write the "Safety First" rules for campers.

5. Think out your story in three parts: how it began, what happened, and how it ended.

6. In writing your letter, be careful to make your sentences complete. Use an imperative one if you can.

7. Criticize your letter by the written standard.

8. Copy it as neatly as you can, and make it ready to send to your mother.

## XXI. COLLECT INFORMATION FOR A CLEANLINESS DRIVE

When quite young, at school, Daniel Webster did not always obey the rules. One day the teacher caught him in an act of disobedience and asked him to come forward to be punished. In that school, spanking the open hand with the ruler was the punishment. Daniel's hands happened to be very dirty.

"Give me your hand, sir," demanded the teacher. Out went the right hand.

The teacher looked at it for a moment and then said, "Daniel, if you will find another hand in this school room as dirty as that, I will let you go."

Instantly from behind Daniel's back came the left hand. "Here it is, sir," he replied.

"That will do," said the teacher, laughing. "You may take your seat."

The story is humorous, and we laugh about Daniel's dirty hands. Nevertheless, in that school, a cleanliness drive would have been a very good thing.

A drive is like a campaign. During a cleanliness drive, you fight the dangers of being dirty. There are many such dangers, though they are not all as amusing as the danger in which young Daniel stood. They are not far away, as the camp dangers are; they are not rare as are the dangers of fire. The dangers of being dirty are around us all day and every day. Some of them are secret dangers. They come from enemies we cannot see, and such dangers are hard to guard against.

1. Look up the meaning of the word *germ* in the dictionary. Choose the meaning that has to do with illness and disease.

2. Think an assertive sentence telling what germs are.

3. Read this funny rhyme, which tells of one way in which germs get into our bodies:

#### A LIMERICK

There once was a boy named Chester  
Whose thumb was beginning to fester.  
He took a long pin,  
And thrust it right in,  
And that was the end of poor Chester.

—JOYCE JOHANNSON, GRADE VI.

4. Under the title "How Germs Get Into Our Bodies," make a note of the fact that you have learned from the limerick.

5. Two ways in which germs get into our bodies are suggested by the story of Daniel Webster. Make notes of these two ways. Make your notes in assertive sentences.

6. Make a list of ways in which germs get into the body through (a) the mouth, (b) the nose.

7. Write six "Safety First" rules for cleanliness. Use imperative sentences.

## XXII. PREPARE CARTOONS AND SLOGANS ABOUT CLEANLINESS

Business men find that they can sell goods by using pictures and slogans. Perhaps you can sell cleanliness in the same way.

1. Look up the meanings of the word *slogan* in the dictionary.

2. Write a slogan for each of the pictures on the next page.

3. A cartoon is an amusing picture which illustrates something in an exaggerated way. Draw a cartoon illustrating one way in which a person might take germs into his body through his foot.

4. Draw three small cartoons illustrating three ways in which germs get into the body. Print a slogan under each.

5. Draw three small cartoons showing three ways of preventing germs from getting into the mouth. Print a slogan under each.



6. By pasting your three small cartoons with their slogans on a piece of stiff paper, make a poster on "The Clean Mouth."

### XXIII. PREPARE A DRAMATIZATION

For the last fight of the cleanliness drive, plan a dramatization. Use your posters, slogans, and cartoons as part of the scenery.

1. Make up a play in which Dick Dirty-Hand and his battalion of Germs fight with, and are beaten by, the Cleanliness Angel and her Fairies. Show the Sneezer Germ being smothered by the Handkerchief Fairy; the Rusty Nail Germ killed by Lady Iodine; Dan Dirty-Clothes made white by Duchess Washtub; Sam Stale-Air thrown out by Queen Sunlight; and Dick Dirty-Hand himself completely overcome by the Princess Soap. You may put in as many characters as you have pupils.

2. Decide on a name for your play.

3. Plan your play in three parts. In a play, the parts are called *scenes*. Plan to show: how it began, what happened, and how it ended.



4. Make a list of the characters, and give each pupil a part. How should each word in these two lists of names begin? Why?

5. Make up two or three speeches for your part in the play. Make your speeches in complete sentences. You will need to use all three kinds of sentences in this play.

6. Practise your play after school. Practise it secretly, so that it will be a surprise for the pupils in the other grades.

7. Set up your scenery at recess on Friday afternoon.

8. When you act your play, speak clearly, open your throat and mouth well. Make your voices ring, so that everyone in the room will be able to hear your speeches.

#### XXIV. GETTING READY FOR YOUR TEST

One afternoon two careless young men were walking down the steps of a building to get into an automobile. One of the men was eating a large banana. He dropped the skin upon the steps.

1. Pretend that you are standing near-by. Write five imperative sentences telling what you would say to: the young man, an old man coming down the steps, a boy, your mother, a strange lady.

2. Rewrite each of the following sentences, making the verbs tell past time in a different way:

I saw the policeman.

I ate the bread.

I froze my ear.

He has lain on the floor.

She has drunk her milk.

He had driven into town.

3. Sentences, as well as paragraphs, are often arranged poorly.

Rearrange these sentences, improving the order of the words in each:

La Vérendrye lived at Three Rivers in a big house.

He had brothers and sisters nine altogether.

He sat listening by the roaring fire to the story.

The traders told of the Western Sea often.

Radisson had not found it nor La Salle.

The men came with piled high furs on canoes.

The head of young Vérendrye the tales filled with dreams.

He built on Lake Nipigon a trading post.

4. Read the following story to your partner, using the verbs *lay* and *lain* in the spaces. Remember that *lain* tells past time by using a helper.

#### FAITHFUL ROVER

Baby — asleep in his crib. He had — quiet for an hour. Then he woke and — smiling at a sunbeam. Kitty jumped up and — down on the coverlid. Baby began to cry. Rover, who had — still by the fire, knew that Kitty should not be in Baby's crib. He barked. When Mother came in, Rover — down again.

5. Copy the following verse. Draw a line under each of the three verbs in it. Write a sentence telling what time each verb tells.

Wherever I wander, wherever I rove,  
The hills of the Highlands forever I love.

6. Read the following sentences quietly, in turn with your partner, putting in the verbs which tell past time

by changing the vowel, adding *n*, and using a helper:

He threw it.	He blew it.	He grew it.
He has — it.	He has — it.	He has — it.

He drew it.	He knew it.	He flew it.
He has — it.	He has — it.	He has — it.

7. Read this letter, and notice the errors in it:

Haney BC.  
Ma. 6, 1937.

Dear Doctor Smith,

I liked your book very much because it is interesting and exciting and adventure. Sure everyone would like to read it. I have wrote to tell my sister about it. I have read many harder books, but some in this room read slowly. So I think it would be a good book for them. Every second Saturday I go to the public library.

Yours truly,

Victor Young.

8. Is Victor's letter a true paragraph? Give a reason for your answer.

9. Copy the letter, leaving double spaces between the lines.

10. Revise the letter, correcting all the errors.

11. The word *I* is always written with a capital. You have now learned seven uses of the capital. Write down in a list as many uses as you can remember.

12. Copy these rhymes, putting capitals in all the places where they should be used:

of all the days that's in the week  
i dearly love but one day,  
and that's the day that comes between  
a saturday and monday.

as tommy snooks and bessie brooks  
were walking out one sunday,  
says tommy snooks to bessie brooks,  
to-morrow will be monday.



13. In the dictionary, find the meanings of the words in this word family; write the meanings:

gentle	gentleman	gentlefolk	gentry
gently	gentlewoman	gentleness	genuine

14. Arrange these words in alphabetical order by their second letters:

field    furrow    fantail    friend    fence    flute

15. Write the plurals of the following nouns:

tribe    truss    rock    wagon    rush    craze    bush    dream

16. Practise pronouncing the *wh* clearly in these words:

what	why	where	when	which	while	white
whine	whether	whither	whistle	wheel	whale	whip

## 17. Read the following verse to study its feeling:

## THE HARE\*

In the black furrow of a field  
 I saw an old witch-hare this night;  
 And she cocked a lissome ear,  
 And she eyed the moon so bright,  
 And she nibbled of the green;  
 And I whispered "Wh-s-st! witch-hare."  
 Away like a throstle o'er the field  
 She fled, and left the moonlight there.

—WALTER DE LA MARE.

Think the answers to these questions:

What feeling is expressed in the poem? Describe the feeling in a sentence.

What three words bring out this feeling?

In what kind of voice should the poem be spoken?

What are the seven verbs in the poem?

What time is expressed by all of the verbs?

What words in the poem have hissing sounds?

18. List the seven verbs in the poem, and practise pronouncing them lightly and clearly to show the light, quick action in each.

19. Some of the words and groups of words in the poem have hissing sounds. Make a list of them. Practise pronouncing them, making the hissing sounds lightly and briefly.

20. In class practise reciting the poem together.

\*By kind permission of the author.

## CHAPTER VI.—A SUMMER FÊTE

### LEARNING TO ENTERTAIN GUESTS

#### I. DISCUSS INTERESTING FÊTES

For lo, the winter is past,  
The rain is over and gone;  
The flowers appear on the earth,  
The time of the singing of birds is come,  
And the voice of the turtle is heard in the land.

—KING SOLOMON.

June is an out-of-doors month, and summer fêtes, like garden parties, are held out-of-doors. Plan to hold one in the school grounds, or in some beautiful spot near by. Plan your fête, practise it, and give it out-of-doors. In this way you can make June, as well as July and August, a holiday month.

1. Think of a fête that the class should discuss. Here are three famous ones; think of others: May Day, Cherry Festival, Dominion Day.

2. Prepare a three-sentence speech in which you will tell the class of an interesting fête to be studied. Give your reason for choosing it.

3. Appoint a critic to listen to the speeches to see that the rules of the oral standard are obeyed.

4. Give your three-sentence speech. Stand erect, look at your audience, and make your voice ring.

5. Appoint a member of the class to write, on the blackboard, the names of the fêtes that are suggested. Appoint pupils to study and report upon each fête.

6. Copy the following words of the fête family. Look up the meaning of each in the dictionary, and write the meaning after each word in your list.

fête ( <i>noun</i> )	festival	feast	festive
fête ( <i>verb</i> )	festivities	festal	festoon

## II. READ TO FIND USEFUL FACTS ABOUT FÊTES

You will enjoy reading about fêtes in England, Italy, and Japan; and you will learn many useful facts that may help you in planning your own fête.

1. Read this paragraph to find useful facts:



### MAY DAY

In the old days in England, May Day was a great public holiday. Rich and poor alike rose at dawn and went a-maying in the woods. They returned to the village green, their arms filled with flowers, branches, and blossoming sprays. The maypole, gaily decked with wreaths and ribbons, was borne on the shoulders of men who, followed by the May Queen, her maidens, and all the people of the village, marched in procession round the green. The maypole was set up, the queen was enthroned and crowned, and the branches were heaped about her. Chosen dancers then performed the maypole dance, and the rest of the day was spent by all in singing, dancing, feasting, and games.



2. Study the paragraph by thinking the answers to these questions:

Is it a true paragraph?

In what order are the facts arranged?

What words make the first sentence interesting?

What words make the second sentence interesting?

What words begin the part that tells what happened?

What words begin the part that tells how it ended?

What words tell you that the story is really finished?

3. Arrange these words in alphabetical order; then look up the meaning of each in the dictionary:

public

decked

enthroned

borne

maiden

performed

4. Write assertive sentences using each of the six words.

5. Make notes of those facts in the May Day paragraph that would be useful to the committee arranging the programme for your fête.

6. Make notes of the facts that would be useful to the Decoration Committee. Remember to give your notes a title.

### III. STUDY A POEM

Fêtes are so joyous that the poets often use them as topics for their poems. Here is a famous May Day poem:

#### THE MAY QUEEN

You must wake and call me early, call me early, Mother dear;

To-morrow'll be the happiest time of all the glad New Year:

Of all the glad New Year, Mother, the maddest, merriest day,

For I'm to be Queen o' the May, Mother, I'm to be Queen o' the May.

There's many a black, black eye, they say, but none so bright as mine;

There's Margaret and Mary, there's Kate and Caroline,

But none so fair as little Alice in all the land they say;

So I'm to be Queen o' the May, Mother, I'm to be Queen o' the May.

I sleep so sound all night, Mother, that I shall never wake,  
If you do not call me loud when the day begins to break.

But I must gather knots of flowers, and buds and garlands gay,

For I'm to be Queen o' the May, Mother, I'm to be Queen o' the May.

Little Effie shall go with me to-morrow to the green,  
And you'll be there, too, Mother, to see me made the Queen:  
For the shepherd lads on every side 'll come from far away,  
And I'm to be Queen o' the May, Mother, I'm to be Queen o' the May.

So you must wake and call me early, call me early, Mother dear;

To-morrow 'll be the happiest time of all the glad New Year:

Of all the glad New Year, the maddest, merriest day,

For I'm to be Queen o' the May, Mother, I'm to be Queen o' the May.

—ALFRED TENNYSON.

1. Study the poem by thinking the answers to these questions:

Who is speaking in the poem?

How does she feel?

Why has she been chosen Queen?

Who will be very happy to see her crowned?

What words in the poem suggest the gaiety of the fête?

2. Alice speaks so quickly that she leaves out parts of her words.

A word that has letters left out of it is called a **contraction**.

When you leave letters out of a word, you must put in a mark to show that something is omitted, as: *I'm*. The little mark between the *I* and the *m* is called an **apostrophe**.

Copy the contractions that Alice used in the poem.

3. Write the contractions for these pairs of words:

I am	cannot	will not	would not
I will	do not	shall not	could not

4. Find a story or poem about your own fête. Read it, and make notes for your talk.

#### IV. PRACTISE SPEAKING CLEARLY

You may read or recite poetry at your fête. Happy poetry is often read quickly. You will need special practice for rapid reading.

1. Prepare to read "The May Queen" aloud to the class. Study it, thinking answers to these questions:

Why did Alice use contractions?

What made her speak quickly?

How must you speak to show the feeling of the piece?  
 What kind of rhythm has the poem?  
 How can you show its rhythm in your reading?

2. If you are to speak quickly and still make your audience hear what you say, you must enunciate your ending sounds distinctly. Practise the Daily Four. Then practise this list of words which end in *t*:

most	toast	roast	ghost
kept	crept	slept	swept

3. Practise saying these phrases from the poem, enunciating the ending sounds distinctly:

the happiest time	knots of flowers
the maddest, merriest day	buds and garlands
if you do not	a black, black eye

4. Recite the following verse, taking a long breath at the beginning of each line and letting it go smoothly as you say the line. Notice all the gay *m*, *n*, *ng*, and *r* sounds in it. Make them ring.

#### SPRING

Spring, the sweet spring, is the year's pleasant king;  
 Then blooms each thing, then maids dance in a ring,  
 Cold doth not sting, the pretty birds do sing—

Cuckoo, jug-jug, pu-we, to-witta-woo.

The palm and may make country houses gay,  
 Lambs frisk and play, the shepherds pipe all day,  
 And we hear birds tune this merry, merry, merry lay—  
 Cuckoo, jug-jug, pu-we, to-witta-woo.

—THOMAS NASH.

## V. GIVE YOUR TALKS

1. Read over the notes you have made about the fête upon which you were appointed to report, crossing out any notes that are not interesting, or not exactly on the topic.

2. Arrange your points in the story order, and think them out in complete sentences.

3. Give your talk to your partner, asking him to tell you if you fail to obey the rules of the oral standard.

4. When you give your talk before the class, open your mouth well and enunciate your ending sounds distinctly.

## VI. MAKE RULES FOR FIELD TRIPS

When guests are expected, mother cleans the house and makes everything beautiful for them. You will wish to make the school grounds beautiful for your guests. One good way of beautifying the school grounds is to plant flowers and shrubs. Before planting, you should make field trips to study the plants, flowers, and trees of your neighborhood so as to choose those which will grow well in your grounds. You should keep a "Field Trip Note-Book," so that you will remember the things that you see.



1. Think of a rule which should be obeyed by pupils on a field trip. Think out the rule and the reason for it in a three-sentence speech. Here are some suggestions; these will make you think of others:

Every pupil must come at once when called by the teacher. Before leaving, plan to look for some special thing.

2. In class, give your three-sentence speeches. On the blackboard, list the suggestions that are given.

3. From the suggestions given in Exercise 2, make a list of rules. Write them in imperative sentences.

4. Appoint one pupil to make a neat copy of the rules for field trips. They should be written on a piece of cardboard which can be hung on the wall, and should be read aloud to the class before every field trip.

#### VII. LEARN THE FOURTH KIND OF SENTENCE

When we are excited, as you will be at your fête, we express our feelings in such sentences as these:

Here comes Mother!  
Run, Mary, run!  
Hurrah!  
We've won!

Sentences like these, which show strong feeling, are called **exclamations** or **exclamatory sentences**. Exclamatory sentences begin with capital letters and end with exclamation marks.

1. Practise speaking these exclamations in an excited tone:

Stop!      Go!      Look out!      Run for it!  
Hush!      Jump!      Come here!      Open that door!

2. There are three words in the exclamation family:

*exclaim*, *exclamation*, and *exclamatory*. Look up the meaning of each.

3. Suppose the children are playing with their toys on the lawn when the rain begins. Write four exclamatory sentences which you might use.

4. Write this assertive sentence in three other ways, making it interrogative, imperative, and exclamatory as well as assertive:

The boys are playing ball.

5. Say these vowels with an open throat and mouth: *ah-ā-ō-ee-oo*. Repeat. Say these words with open throat and mouth:

caw	bay	free	doh	moo
maw	hay	sea	flow	moon
saw	lay	tea	row	smooth

6. Practise reading the following poem. You can make it sound very beautiful by dividing the class into two groups: light voices to ask the child's questions, and dark voices to give the moon's answers.

#### LADY MOON

Lady Moon, Lady Moon, where are you roving?  
Over the sea.

Lady Moon, Lady Moon, whom are you loving?  
All that love me.

Are you not weary with roving and never  
Resting to sleep?

Why look so pale and so sad as for ever  
Wishing to weep?



Ask me not this, little child, if you love me;  
 You are too bold.  
 I must obey my dear Father above me,  
 And do as I'm told.

—LORD HOUGHTON.

### VIII. MAKE A FLOWER RECORD IN YOUR "FIELD TRIP NOTE-BOOK"

A good citizen, gathering flowers, does not pull them up by the roots. He cuts the stems, or breaks them cleanly, being careful not to crush the leaves or break the branches. But *once a year*, a student may take up one plant by the roots as a specimen. Anything from nature that you take home to study is called a **specimen**.

1. Arrange these words in alphabetical order, and then look up the meaning of each in the dictionary:

root	petal	stamens	leaves
stem	calyx	pistil	branches

2. Print the names of each of the parts of a flower on a small slip of paper, and lay each slip beside the proper part in the picture.

3. Study the picture, thinking the answers to these questions:



What do we call these flowers?  
 What is their real name?  
 When do they bloom?  
 What color are they?  
 Where do they grow?  
 Why are the stems woolly?  
 What kind of leaf has this plant?  
 What kind of root has it?

4. Press your flower specimen carefully, and fasten it to a page in your "Field Trip Note-Book." Print the name beneath it. Paste your slips beside the parts of your flower.

5. Study your own flower by thinking the answers to questions similar to those in Exercise 3. Arrange your answers in the story order. Write your answers in a paragraph. Remember the title and the indention.

6. Revise your paragraph, and copy it on the page opposite your specimen.

#### IX. PRACTISE SPEAKING CLEARLY AND CORRECTLY

Read this poem to yourself, and listen to the Fairy Queen calling:

##### THE FAIRY QUEEN

Come follow, follow me,  
You fairy elves that be,  
Which circle on the green;  
Come, follow Mab, your queen.  
Hand in hand, let's dance around,  
For this place is fairy ground.  
On tops of dewy grass  
So nimble do we pass,  
The young and tender stalk  
Ne'er bends when we do walk;  
Yet in the morning may be seen  
Where we the night before have been.



—WILLIAM SHAKESPEARE.

1. Read the poem again, and listen to the lovely, open-throated vowels the queen uses when she calls

her elves. They make her voice carry—soft, clear, ringing.

2. Read the poem aloud softly. Open your throat for the vowels and speak your *d*'s, *t*'s, and hissing sounds lightly.

3. Practise reciting "The Fairy Queen." Make the calling sounds clearly. Try having the dark voices say the first verse and the light voices the second; or have one pupil take the queen's part, and the others the part of the elves.

4. Study the verbs in the poem. What time do the verbs in these sentences tell?

I follow you.

We dance around.

I circle on the green.

We pass across the grass.

5. Read the sentences in Exercise 4, making the verbs tell past time.

6. Write these four verbs that tell present time. Under each, write the verb that tells past time.

follow

circle

dance

pass

followed

7. You now know three ways in which verbs tell past time. Many verbs tell past time by adding *ed*. Make two headings: "Present Time" and "Past Time." Write the following verbs under the first heading. Opposite each verb that tells present time, write the verb that tells past time by adding *ed*. One of them adds just *d*; why?

talk

wash

comb

lift

watch

recite

walk

dress

clean

jump

cook

repeat

**X. MAKE A BIRD RECORD FOR YOUR "FIELD TRIP NOTE-BOOK"**

Part of the fun you will have on field trips will be watching the birds.

If you make a record of what you observe, you may have the fun all over again when you read your record.

1. Choose a bird to watch.
2. Write six interrogative sentences, asking questions to which you will find the answers by watching your bird.
3. After watching the bird, make notes of what you found out about it.



Read the directions for writing notes on page 72. Have you written your bird notes correctly?

4. Paint a picture of your bird, and paste it on a page in your "Field Trip Note-Book."

5. Write a paragraph about your bird. Revise your paragraph. When your teacher has approved it, copy it into your note-book.

6. You and your classmates could make a very pretty and interesting "Bird Book." Each of you could make an attractive page with picture and paragraph.

7. Find interesting poems and stories about birds. Use them in your "Bird Book."

8. Make a book list of the books in your school library that tell about birds.

## XI. KEEP A RECORD OF TREES

If you wish, you may make a tree record by following the directions for making a bird record.

1. Read this paragraph to find out what effect trees have upon flowers:

## A PICTURE

On the sloping bank of a wooded ravine, we have, in the foreground, a group of spruce trees, and, beyond, a sunlit aspen forest. In the spruce-tree shade, mosses grow, but flowering plants are few. Moving out into the lighter shade on the edge of the spruce grove, we notice flowers of cleaner and brighter colors, the pink wintergreen, the dwarf cornel, the fairy bell, and the twin-flower. In the more open poplar woods beyond, grow columbine, geraniums, Canada violets, lungworts, and nodding onions.

—WILLIAM COPELAND MCCALLA.

2. Make a note of the effect trees have upon flowers. On your next field trip, go to the woods or meadows, and find out if what you have noted is true.

3. Find ten common nouns used in the paragraph.

4. Write three subjects and three topics suggested by this paragraph. Remember that subjects are large and topics small.

5. Choose one of your three topics, study it, and write a paragraph about it for your "Tree Note-Book."

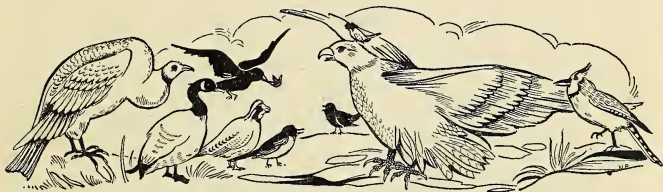
6. Write a letter to the Department of Forestry, Ottawa, Ontario, asking them to send you a booklet about the trees of Canada.

7. For your record of trees, paint a picture of the woodland described in Mr. McCalla's paragraph.

## XII. READ TO FIND STORIES TO TELL

Among your guests there are sure to be some little children. You should plan to entertain them with stories and simple games. Reserve a corner of the school grounds for their entertainment.

1. Read this story to find out whether it would be a suitable one to tell to the children:



## HOW THE WREN BECAME THE KING OF BIRDS

After the animals had chosen the lion for their king, the birds thought that they, too, would have a king. They decided that the bird who could fly the highest would be king, and away they all flew to see who should win. One by one they came down, tired out. At last, only the eagle and the turkey-buzzard were left in the air. The turkey-buzzard flew so high that he froze his ears off. Then he gave it up and came down. The eagle flew still higher, and then sailed down to claim the crown. But just as they were about to give it to him, a little wren hopped off the top of the eagle's head, where he had been hidden in the feathers, and said, "No matter how high you were, I was always a little bit higher, so I am king."

2. Think three reasons why this would be a good story to tell. Prepare complete sentences in which to suggest your reasons to the class.



3. Think a reason why it is not a very good story.

4. In class, make a list of the qualities that make a story a good one to tell to children.

5. Appoint pupils to make a survey of the library for good stories to tell. Choose the stories for the qualities you have listed. Make a story list of those you find. A story list is made like a book list.

### XIII. PRACTISE USING CORRECT ENGLISH

Bees lie in the flowers, leaves lie on the ground, and violets lie nestled among the grasses. When we speak and write about the out-of-doors, we often need to use those dangerous words, *lie* and *lay*.

1. Study the following sentences. What times do the verbs tell?

I lie on the sand in the sun.

I lay on the beach yesterday.

I have lain here every day for a week.

You will notice that *lie*, *lay*, and *lain* are like the other verbs we have studied. *Lie* tells of present time, *lay* tells of past time without a helper, *lain* tells of past time with a helper. Many people use *lay* to tell of present time, or they use a helper with it. They say "Lay still!" or, "I was laying there." These forms are incorrect. Never use a helper with *lay*.

2. Read these sentences to your partner, using the right word, *lie*, or *lay*, or *lain*, in each blank space:

I — under the tree before supper.

As I — under the tree, I hear the leaves rustle.

— down, Mother, and rest.



She has — in bed for a whole year.

Will you — on this couch by the window?

I — there yesterday; it is a hard couch.

I have — on many hard beds in the past year.

— still, child, or I will not read to you.

3. Use *lie*, *lay*, and *lain* correctly in sentences.

4. From the word list below, choose a suitable word to use in each of the blanks in the sentences. What kind of words does the word list contain?

lair	hive	cote	sty	nest
hutch	stable	house	byre	kennel

- |                            |                             |
|----------------------------|-----------------------------|
| (a) A bird's home is a —.  | (f) A bee's home is a —.    |
| (b) A dog's home is a —.   | (g) A deer's home is a —.   |
| (c) A pig's home is a —.   | (h) A child's home is a —.  |
| (d) A cow's home is a —.   | (i) A rabbit's home is a —. |
| (e) A horse's home is a —. | (j) A dove's home is a —.   |

5. Here is your last list of common words. There are twenty this time, and they are hard ones. Your teacher will dictate them to you.

#### COMMON WORDS

grammar	beginning	early	every
minute	blue	instead	they
any	though	easy	half
much	coming	through	truly
sugar	straight	choose	tired

List the words you misspell. Divide the words into syllables by using hyphens. Color the syllables you misspelled. Study the words with the Safety Six.

## XIV. STUDY A STORY

## ROBIN HOOD PLAYS THE BEGGAR

“For now I have a bag for bread,  
So have I another for corn;  
I have one for salt, and another for malt,  
And one for my little horn.”

So sang Robin Hood as he stepped out of the greenwood, one morning, disguised as a beggar. His rags and bags fluttered in the breeze as he strode along the highway toward Nottingham. Once in the streets, he played his part so well, holding out his hand and begging so pitifully, that he soon had his bags well filled with food.

As he sat on a stone munching a crust, he heard the people talking of a hanging that was to take place that day. Three brothers, who had been caught shooting the king's deer, were to die. “Shooting a deer is no just cause for hanging a man,” thought Robin to himself, and he hurried off to the sheriff's house to beg for the release of the condemned men. The sheriff would not see him, and the servants turned him from the door. “If not in your way, then in mine,” said bold Robin, as he slipped down a side street.

At three o'clock the poor men were brought forth from their dungeon to the gallows set up in the market-place. The people murmured at the injustice, but none dared complain aloud in the presence of the sheriff. Suddenly a horn was heard, and out of the side streets stepped a hundred archers, their bows in their hands, and ranged themselves behind the ragged beggar. “These men shall not die!” said Robin throwing off his ragged coat. “Shoot east! Shoot west!” he commanded. The arrows flew, and the crowd disappeared as if by magic, till there was no one

left but Robin and his Merry Men. "Come, then," said Robin, "the sheriff's bark is braver than his bite. Let us away!" And shouting and laughing, they tramped off to the greenwood.

1. You will notice that each part of this story is told in a paragraph. Examine each to find out whether it is a true paragraph.

2. Examine each paragraph to find out whether the facts are arranged in the story order.

3. Make notes of the four important things that happened in the story. In which part did two things happen?

4. Write the story in four sentences. Which is the most exciting sentence?

The most exciting part of a story is called the **climax**.

5. When you are alone, practise telling the story in such a way as to mark the climax. Begin quietly, and let your voice sound more and more excited as you draw near the climax. Tell the story to your mother, marking the climax by the excitement in your voice.

#### XV. MAKE A STORY LONGER

Sometimes you can make a story more interesting for the little children who will be at your fête by adding details not given in the printed copy.

1. Read the story on the next page, and notice where each part begins and ends:

## WHAT HAPPENED TO THE COW BIRD'S EGG

Mr. and Mrs. Kingbird had just finished building their nest when Mrs. Robin flew by, calling, "That cowbird is here again."

"I must go to warn Mrs. Waxwing," said Mrs. Kingbird; "the cowbird laid an egg in her nest last year, and the young cowbird pushed two of her children out of their own nest."

Mrs. Kingbird flew over, warned Mrs. Waxwing, and hurried home.

But alas! the cowbird had been there while she was absent. Mrs. Kingbird looked at the strange egg in her nest; then she called the Canada jay.

"A cowbird's egg?" said the jay. "Certainly! Delighted to oblige."

In five minutes he had eaten the cowbird's egg and pushed the shell over the edge of the nest. Then Mrs. Kingbird settled down to lay her own eggs.

2. Make three headings: "How it Began," "What Happened," and "How it Ended." Write under each heading the things that happened in that part of the story.

3. Add facts of your own to each of the three parts. For example, to the first part you might add facts about the kingbird's nest, where it was built, of what it was built. To the second part you might add what Mrs. Kingbird and Mrs. Waxwing said to each other. To the third part you might add something about the Canada jay.

4. When you have added the new parts to the story, think them out in complete sentences, and tell the story to the class. Remember to make a good climax.

**XVI. PREPARE TO TELL THE STORY YOU HAVE CHOSEN**

Practice does not always make perfect, but in telling stories, practice and preparation always help us to improve.

1. Study the story you have chosen to tell to the children at the fête, thinking how it began, what happened, and how it ended.

2. List the things that happened in each part.

3. Add facts of your own to each of the parts.

4. Think of the climax of the story. Practise telling the story to your partner, telling each point in order and leading up to the climax carefully. Your partner will tell you if you fail to obey any of the rules.

5. Tell your story to two or three different pupils for practice.

**XVII. COLLECT INFORMATION ABOUT ARCHERY**

Archery was the sport that delighted the people in the days of Robin Hood and his Merry Men. Every Sunday afternoon in the English villages of long ago, the men went out to the archery butts to practise shooting with bow and arrow. Since the invention of gunpowder, archery has been less used, but it is beginning to be fashionable again as a sport for both men and women. To entertain the older boys and girls among your guests, you might hold an archery contest at your fête. If you do this, you must give some talks to explain the sport before the contest begins.

If you find it difficult to have an archery contest

at the fête, plan it in the form of a dart game, instead. Darts are just as much fun and easier to prepare.

1. To prepare for the archery contest, read this story to find out what committees you will need:

#### THE ARCHERY CONTEST

"Then, Locksley," said Prince John, "thou shalt shoot in thy turn, when these yeoman have displayed their skill. If thou carriest the prize, I will add to it twenty nobles; but if thou lovest it, thou shalt be stripped of thy Lincoln green and scourged out of the lists with bowstrings for a wordy and insolent braggart."

A target was placed at the upper end of the avenue which led to the lists. The contending archers took their station in turn at the bottom of the avenue, the distance between that station and the mark allowing full distance for what was called a shot at rovers. The archers, having previously determined by lot their order of precedence, were to shoot each three shafts in succession.

One by one the archers, stepping forward, delivered their shafts yeomanlike and bravely. Of twenty-four arrows, shot in succession, ten were fixed in the target, and the others ranged so near it that, considering the distance of the mark, it was accounted good archery. Of the ten shafts which hit the target, two within the inner ring were shot by Hubert, a forester, who was accordingly pronounced victorious.

"Now, Locksley," said Prince John, with a bitter smile, "Wilt thou try conclusions with Hubert, or wilt thou yield up bow, baldric, and quiver to the Provost of the sports?"

—SIR WALTER SCOTT.



2. List the committees which you think will be needed to prepare the contest.

3. Arrange these words alphabetically and look up their meanings:

yeoman   nobles   target   lists   baldric   quiver

4. From the story, make notes of the facts that would be useful to any one of the committees.



5. Study the picture. Add to your notes any useful facts about archery that you can gather from the picture.

6. In class, make a list of the topics required for the study of archery, and appoint one pupil, or a committee of pupils, to make a three-sentence speech upon each topic.

7. Ask your teacher to read aloud to you the whole story of Locksley. You will find it in *Ivanhoe*, Chapter Fourteen.

8. If you decide to use darts instead of bows and arrows, plan the game in a similar way.



## XVIII. STUDY YOUR TOPIC

If you are responsible for informing the class upon a topic, you must try to secure information that is useful, true, and interesting.

1. Study your topic by writing some questions about it.

2. Lay out all the library books that tell anything about archery.

3. Read to find out the answers to your questions.

4. Think of someone who might understand archery. Ask him to tell you about it. Ask politely.

5. Find pictures of archery, and study them.

6. Read the story of Locksley again to yourself.

7. Make notes of all the facts you have gathered.

8. Paint a picture to illustrate your topic.

## XIX. GIVE YOUR THREE-SENTENCE SPEECH TO THE GROUP

It is often well to write out a talk that you intend to give. By putting a talk down on paper, you may revise it and improve it more easily.

1. Criticize the following speech. Which sentences are faulty?

## THE TARGET

The target has a gold spot in the centre and a red ring around this and a blue ring around this and a black ring around this and a white ring outside of all and a border of green. The game is called "the gold." In big matches they use two targets, one at each end of the lists, and each side uses its own target.

—MICHAEL GORDON.

2. Think out each of Michael's sentences in a new way. Tell all that he tells without using a single *and*. When you leave out the *and*'s, you will have three sentences that are quite different from one another.

3. Arrange your notes on your topic in the story order. Think out each point in a complete sentence. Try to use different kinds of sentences.

4. Give your speech to the class, obeying the rules of the oral standard.

5. Choose a pupil to give to your guests a talk on each topic.

## XX. PRACTISE USING CORRECT ENGLISH

1. Write these words, dividing them into syllables with hyphens:

celebrate

decked

garland

contraction

apostrophe

maypole

2. Arrange these words in alphabetical order:

fête

elves

calyx

stamens

nimble

ravine

aspen

dwarf

3. Rewrite these words so as to make them show past time by changing their vowels:

fly

ride

shoot

drive

give

come

sit

get

4. Rewrite the following words so as to make them show past time by adding *en* or *n* and using a helper; in changing the words you may have to do more than just add *en* or *n*:

ride

drive

take

freeze

drew

fly

5. Rewrite these words so as to make them show past time by adding *ed*:

rush	seem	touch	press
light	reach	heat	hem

6. Write these words in the plural:

arrow	archer	watch	target	quiver
range	change	church	bow	string

7. Write the feminine words for these masculines:

king	boy	earl	duke	prince
aviator	lord	god	poet	author

8. Write the abbreviations of these words:

mister	mistress	doctor
captain	company	Wednesday
September	Ontario	Avenue

9. Write the contractions for these phrases:

can not	will not	I am
I will	he will	they are
it is	could not	should not

## XXI. MAKE RULES FOR THE ARCHERY CONTEST

If your archery contest is to be a success, you will have to agree upon certain rules.

1. Read this paragraph to find out what the scoring card looks like:

### THE SCORING CARD

In archery, the scoring card is made of a large piece of cardboard. Eight columns are drawn on the card, one for the names of the archers, one for each of the five colors,

one for the totals, and one for the values. The names of the archers are written in the column at the left. Each hit is scored by making a prick with a pin in the proper column of the scoring card. A hit in the gold counts nine, in the red seven, in the blue five, in the black three, in the white one.

—MAY ANN BUSH.

2. Read the paragraph again, and note carefully the order in which the things are done.

3. Make a model of a scoring card for archery.

4. The rules for archery are not always the same; you may make your own rules about the length of the lists, the size of the target, the number of shots allowed to each person, the order in which the archers are to shoot, and other details.

In class, make a set of rules for an archery contest. Be careful to express each rule in a complete sentence.

5. Make another list of rules for safety in carrying on the contest.

6. Copy your rules neatly, and have them ready to hang up on the fête day.

## XXII. STUDY A PLAY

Nothing would be more suitable for a summer fête than an outdoor play. Here is one to study:

### ROBIN HOOD WINS HIS PARDON

*Scene:* Finsbury Field near London.

*Characters:* The Queen, Robin Hood, Midge, the King, Clifton, Lee, Hereford.

THE KING. And what is the wager, my fair queen, for which your archers shoot against mine to-day?

THE QUEEN. The wager is three hundred tun of wine, and three hundred fat bucks, Your Majesty.

THE KING. 'Tis a princely wager indeed! Well, let the shooting begin.

CLIFTON. Beshrew me! 'Tis an easy mark. (*He makes a hit in the blue.*)

THE KING'S ARCHERS. A Clifton! A Clifton!

CLIFTON. 'Tis naught. I shall hit it every time.

MIDGE. Boast not, little man, the day is young yet.

THE QUEEN. Will no one wager on my side?

SIR RICHARD LEE. That will not I; I know not your men.

THE BISHOP OF HEREFORD. Who are these strange archers? I shall wager all I have about me against them.

ROBIN HOOD. What is that?

THE BISHOP OF HEREFORD. A hundred pounds.

ROBIN HOOD (*flinging down a bag of gold*). I take you.

THE QUEEN. Shoot, good yeoman. Better Clifton's shot.

MIDGE. I will that, Your Majesty. (*He hits the red.*)

ROBIN. And I'll better that. (*He hits the gold.*)

ALL (*cheering*). A hit! A hit! The strangers win!

THE KING (*laughing*). You win, my dear, 'tis wondrous archery.

THE QUEEN (*leading Robin to the King*). Then forgive the archer, my lord; forgive Robin Hood and his Merry Men.

1. A play is like a story; it has three parts. Write three sentences, telling how it began, what happened and how it ended.

2. Read the play again, and notice where each part begins. Copy the first sentence of each of the three parts.

3. Study the way in which the play is written.

Notice that the scene and the characters are set out at the top. Notice how the names of the speakers are set at the left and the speeches at the right.

4. Copy the part of the play that tells how it began.

5. Copy the speech that seems to you to be the climax of the play.

6. Appoint a pupil to take the part of each character, and read the play aloud. Stand erect, open your throat, and make your words ring when you read.

### XXIII. CHOOSE A TOPIC FOR A PLAY

Each of you should think of a story that would make a good play to act for your parents at the fête. You may choose a story that you have read, or make up a story of your own.

1. Prepare to tell to the class the story that you have chosen. Think the three parts of it. Arrange your facts in the story order. Think your story in complete sentences. Choose your climax, and plan to lead up to it when you are telling your story.

2. In class, tell the story you have chosen.

### XXIV. WRITE YOUR PLAY

A play is mostly conversation. There may be directions for the actors written between the speeches, but otherwise the play consists of talk. You may wish to use the words that professional actors use for these two parts of a play: they call the directions **business**, and the speeches they call **lines**. Be sure that the lines each character speaks are natural; be sure that they suit the character.



1. Think the story in three parts. Write four sentences telling what happens in each part and what the climax is.

2. Write the three parts as headings. Under each heading write the speeches that belong to that part of the play. Make a good speech for your climax.

3. Study again the form of the play, "Robin Hood Wins His Pardon."

4. Write your play in the same way.

#### XXV. CHOOSE THE PLAY FOR THE FÊTE

One play will be enough to have at your fêete. It should be the best one your class can produce.

1. In class, read your play. Stand erect, and look at your audience. Make your voice ring.

2. After the pupils have read their plays, choose by vote the best play to be given at the fêete.

3. In order that the copy of the play may be preserved, choose a good penman to write the copy, and ask a good artist to design a cover for it.

#### XXVI. REHEARSE THE PLAY

Professional players practise or rehearse their plays a great many times to make sure that there is no delay or hesitation. They like to make sure, also, that they act as nearly as possible as the real characters would have acted.

1. Appoint a director to manage the rehearsals.

2. Choose a pupil to take each character in the play.

3. Select committees to make the scenery and the costumes.





4. Ask the director to listen carefully as you rehearse, and tell you if your voice does not ring.

5. Ask the director to watch your actions, and make as many suggestions for improvement as he can.

6. Rehearse the play as many times as you can.

## XXVII. GETTING READY FOR YOUR TEST

1. Study the picture, and think about the beauty of the woods; think of the lovely shapes of the trees, the flowers, the shadows, the fairies who live there.

2. List your thoughts about the beauty of the woods. Arrange them in the story order. Choose the thought that should make the climax. Mark that one with a cross. You need not write the paragraph.

3. Write four sentences, one of each kind, about the woods.

4. Rewrite the following sentences, improving them by using a more interesting verb in each:

Summer came.

The sun is bright.

Flowers came out.

Fairies live in the woods.

We take care of our trees.

We like them.

5. Write six exclamatory sentences that might be used on a field trip.

6. You now know four different kinds of sentences. What kind of sentence is each of these?

Can you reach it?

Don't touch it!

Hand me the knife, please.

I have a specimen.

7. Write one example of each of the four kinds of sentences.

8. Read these sentences to your partner using *come* and *came* correctly:

A guest (come, came) yesterday.

A letter has (come, came) from the librarian.

The pictures (come, came) too.

The book about Indians has not (come, came).

The Indians (come, came) up to the house.

The palefaces (come, came) running out.

George (come, came) hurrying up with a gun.

They have (come, came) down to the river.

The traders had (come, came) in canoes.

They (come, came) to our house yesterday.

9. Write an assertive sentence using each of these words correctly: *lie*, *lay*, *lain*.

10. Write these sentences correctly:

Ted has lay down.

I have wrote a letter.

Jean written one, too.

Father driven her home.

Have you rode much?

Jim see Alex do it.

Mother lain down.

I have saw ten swans.

Have you flew?

He frozen his ears.

11. Complete these sentences by adding a suitable verb to each:

I ——— home from school.	Have you ——— your milk?
Tom can ——— a tree.	——— you like it?
He ——— one yesterday.	Yes, I ——— it.
We have ——— our lunch.	I ——— a glassful.

12. Copy this letter, correcting the six errors in it:

Amherst, N.S  
Febru 12, 1936.

Dear Mister,

We are in grade four. We are  
studing about the trees of canada.  
Would you please send us one  
your books about the trees of  
Canada.

Yours sincerely,

Frank Merrill.

13. As you read this paragraph, think of a title for it:

Have you ever thought how necessary trees are to our country? Trees give us fruit and nuts to eat, wood to use for fuel, and timber for buildings and furniture. From trees we get cork, turpentine, rubber, and maple sugar. Most of our paper is also made from trees. Then, too, the shade of the trees keeps the sun from drying the ground, and the tree roots laced together hold the soil so that rain-storms cannot wash it away. These tree roots also hold the water in the ground and protect the places where the springs and brooks begin. When a hillside or piece of

country is stripped of trees, the springs and brooks often shrink until they dry up entirely.

14. What title would you give to the paragraph in Exercise 13? Is it a true paragraph? How can you tell? Do you think the first sentence interesting? Why? What do you think of the last sentence?

15. Revise the following paragraph by crossing out the errors and writing in the corrections above them:

The town musicians of Bremen

george, the Donkey, lay down upon some Straw in the yard? The dog lay down on the mat, The Cat lay on the mat beside the warm hearth. The cock flew up into the Rafters? As they were all very tired. They soon feel asleep.

16. Make a list of the ten verbs in the following sentences. Remember to choose the words that tell what the person does.

I sing with joy.

The cock sang as he worked.

The boy hunts for his new knife.

Champlain hunted for food.

The baby claps his hands at the tree.

Santa Claus rang his bells.

Mother hid the presents.

Joseph rode his bicycle.

Helen plays with her doll.

We ate a great deal of turkey.

17. Write the contractions for each of these pairs:

will not

cannot

shall not

I will

you will

18. Write out in full the words for which these abbreviations stand:

Sept.	Wed.	Ont.
Aug.	Thurs.	Man.
Dec.	Mon.	N.S.

19. Dictate to your partner a sentence using each of the Common Words on page 179. Let him spell the common word in the sentence. Ask him to do the same for you.

20. *Th* is an ending sound which does not carry very well. Many people leave it out of words like *months*. Thus they spoil the sound of the word. Practise the *th* list:

length	breadth	width	strength	health
fourth	fifth	eighth	twelfth	months.

21. Practise saying *maw*, *baw*, *caw*, *saw*, with open throat. Practise the "A" List.

22. Make a list of twenty *ing* words, and practise making the *ing*'s ring.

23. Memorize this verse and practise it till you can speak it beautifully. When you are ready, recite it for your teacher.

#### LAUGHTER

Laughter wears a lillied gown—  
 She is but a simple thing:  
 Laughter's eyes are water-brown,  
 Ever glancing up and down  
 Like a woodbird's restless wing.

[illegible]

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